Best Friends



A

In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

RW 32
E 4

We like to run.



We like to dance.



We like to swing.



We like to climb.



We like to slide.



We like to ride.



We like to paint.



We **love** to read.



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

Sources of Information Used

Page	Text *Best Friends* Level A, RW: 32	E	SC	E			SC		
				M	S	V	M	S	V
2	We like to run.								
4	We like to dance.								
6	We like to swing.								
8	We like to climb.								
10	We like to slide.								
12	We like to ride.								
14	We like to paint.								
16	We **love** to read.								
	Total								

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Accuracy Rate	Errors	4 or more	3	2	1	0
	%	Below 90%	91%	94%	97%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text There are lots of different things the girls like to do together. (Gives 2–3 examples such as run, dance, swing, climb, slide, ride, paint, and read.) *Note any additional understandings:*	Tell some things the girls like to do together. Can you tell more things they like to do together?	0 1 2 3
Beyond the Text The girls like to do things with each other. The girls like to read more than they like to do other things. *Note any additional understandings:*	How can you tell these girls are best friends? Of all the things the girls do together, what's their favorite thing to do? Why?	0 1 2 3

Guide to Total Score

- **6–7** **Excellent** Comprehension
- **5** **Satisfactory** Comprehension
- **4** **Limited** Comprehension
- **0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

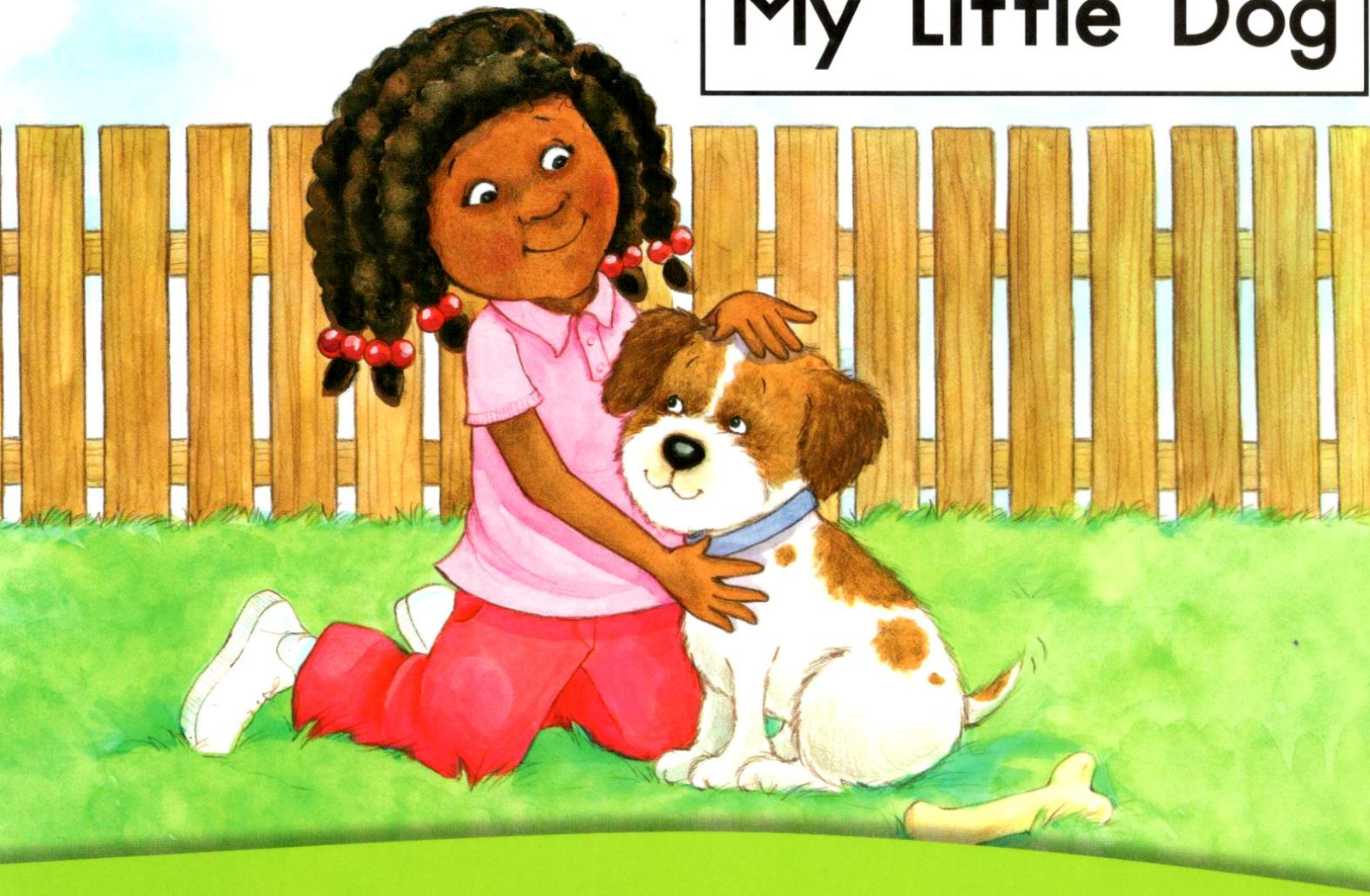
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Student _____ Date _____

Write about what the two girls like to do together. You can draw a picture to go with your writing.

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My Little Dog

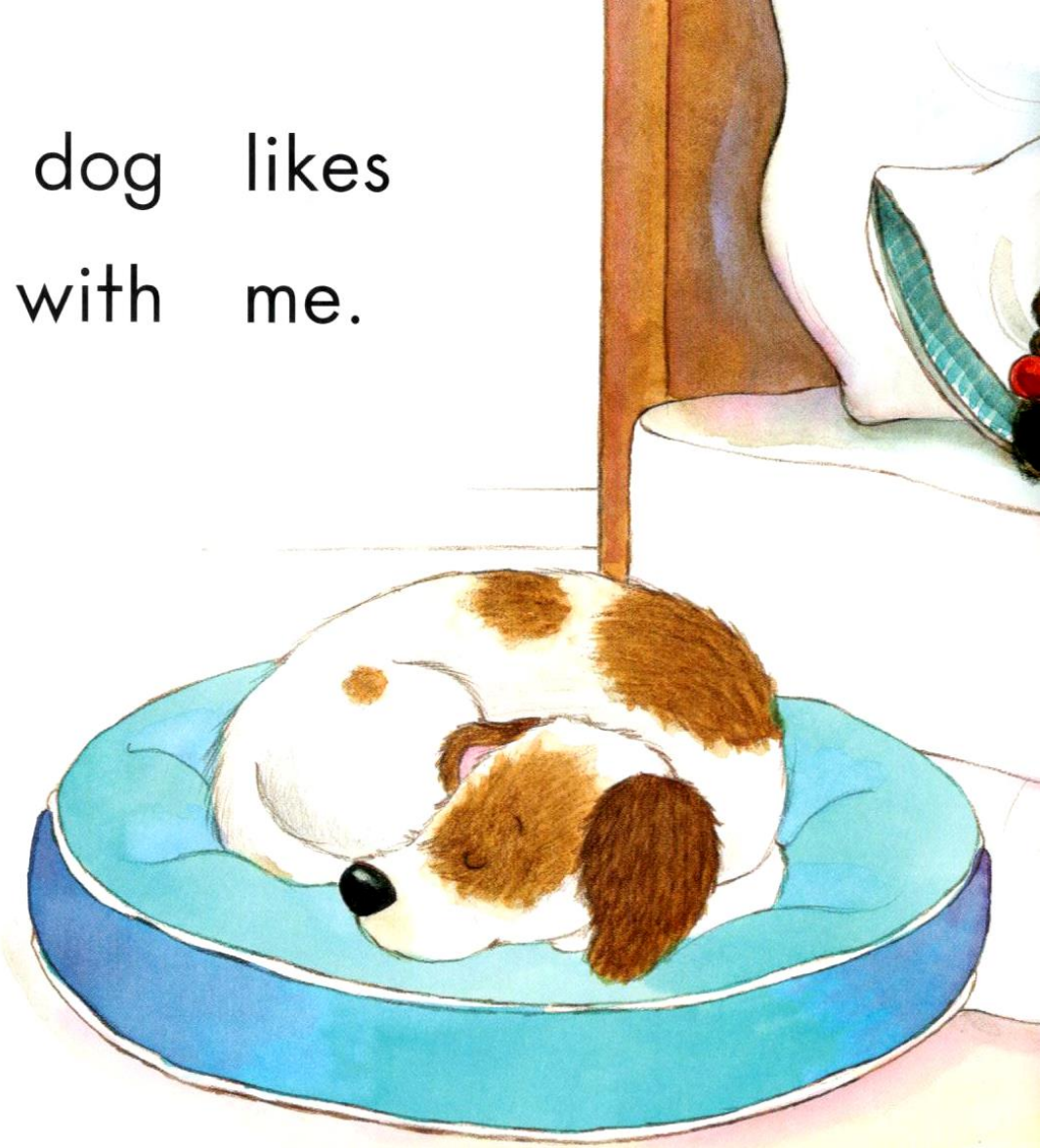


B

This girl has a little dog. Read to find out all the things her little dog likes to do with her. Point under each word as you read.

RW 55
E 6

My little dog likes to sleep with me.





My little dog likes
to eat with me.



My little dog likes
to run with me.



He likes
to play with me.

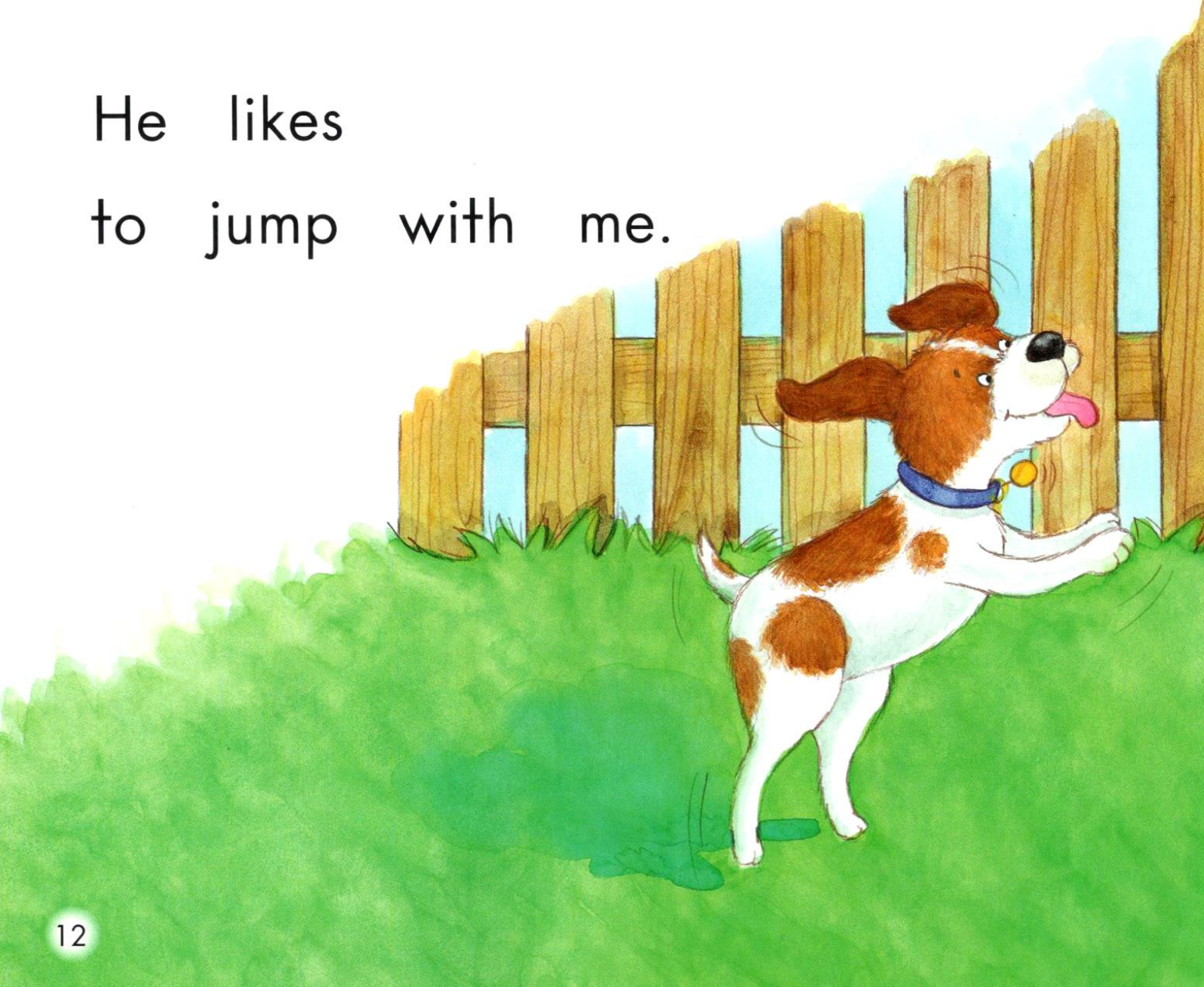




He likes
to ride with me.

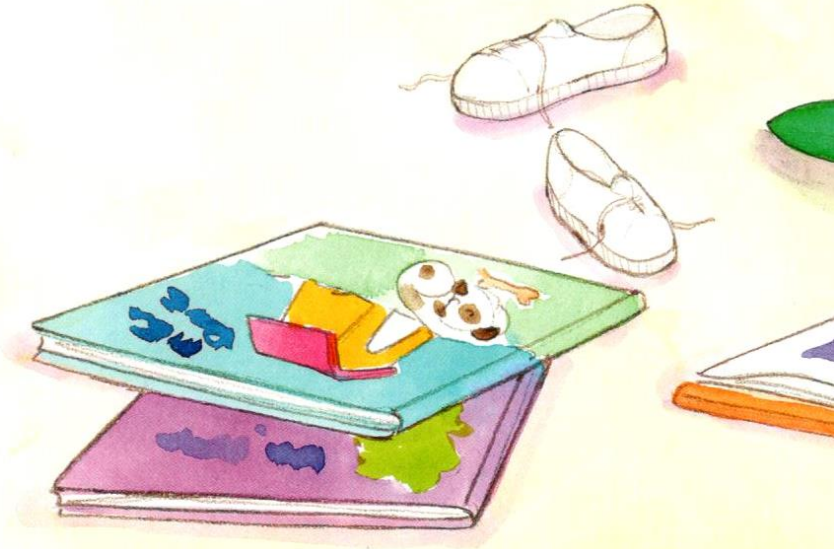


He likes
to jump with me.





My little dog likes to read with me.





My little dog likes me!



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: This girl has a little dog. Read to find out all the things her little dog likes to do with her. Point under each word as you read.

Page	Text — *My Little Dog* Level B, RW: 55	E	SC	Sources of Information Used: E			SC		
				M	S	V	M	S	V
2	My little dog likes to sleep with me.								
4	My little dog likes to eat with me.								
6	My little dog likes to run with me.								
8	He likes to play with me.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	He likes to ride with me.								
12	He likes to jump with me.								
14	My little dog likes to read with me.								
16	My little dog likes me!								
	Subtotal								
	Total								

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Accuracy Rate	**Errors**	**6 or more**	**5**	**4**	**3**	**2**	**1**	**0**
	%	Below 90%	91%	93%	95%	96%	98%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text The girl is telling about her little dog and the things he can do. The little dog likes to do lots of things with her. (Gives 2–3 examples such as sleep, eat, run, play, ride, jump, and read.) *Note any additional understandings:*	What did the girl tell about in the book? Tell some of the things this little dog likes to do with the girl.	0 1 2 3
Beyond the Text The little dog likes to do lots of things and probably likes to do other things too (gives examples). The girl is really proud of (or loves) her dog. This dog is like my dog (or makes any personal connection). *Note any additional understandings:*	What other things do you think the little dog likes to do with the girl? How do you think the girl feels about her little dog? Did this book remind you of anything?	0 1 2 3

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Write about three things the little dog likes to do. You can draw a picture to go with your writing.

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Socks

by Bill Hamilton
illustrated by R. W. Alley



C

RW 79
E 9

Socks the cat was sleeping in lots of different places, and the girl wanted her to wake up. Read to find out if Socks wakes up.

Fountas and Pinnell Benchmark Assessment System 1

Socks was sleeping
on the bed.
"Wake up, Socks!"
I said.



Socks was sleeping
on my chair.
I said,
"Wake up, Socks!"



She was sleeping
on the couch.
"Wake up, Socks!"
I said.



She was sleeping
on the rug.
I said,
"Wake up, Socks!"



She was sleeping
by the window.
I said, "Socks,
wake up!"



Socks was sleeping
by the door.
"Wake up!"
I said.



Socks was sleeping
under the table.
"I can wake Socks up,"
I said.




Purr

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Socks the cat was sleeping in lots of different places, and the girl wanted her to wake up. Read to find out what makes Socks wake up.

Page	Text *Socks* Level C, RW: 79	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	Socks was sleeping on the bed. "Wake up, Socks!" I said.								
4	Socks was sleeping on my chair. I said, "Wake up, Socks!"								
6	She was sleeping on the couch.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 *cont.*	"Wake up, Socks!" I said.								
8	She was sleeping on the rug. I said, "Wake up, Socks!"								
10	She was sleeping by the window. I said, "Socks, wake up!"								
12	Socks was sleeping by the door.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
12 *cont.*	"Wake up!" I said.								
14	Socks was sleeping under the table. "I can wake Socks up," I said.								
16	[Purr]								
	Subtotal								
	Total								

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Accuracy Rate	Errors	9 or more	8	7	6	5	4	3	2	1	0
	%	Below 90%	90%	91%	92%	94%	95%	96%	97%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score	0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Socks the cat was sleeping in many different places in the house. A girl was trying to wake Socks up but she would not wake up. The girl got Socks to wake up with some food. *Note any additional understandings:*	Talk about what Socks was doing in this story. What happened when the girl told Socks to wake up? What happened at the end?	0 1 2 3
Beyond the Text Socks was a sleepy (or lazy) cat. Socks woke up because she wanted to eat the food. *Note any additional understandings:*	Tell what kind of cat you think Socks was. Why did Socks wake up?	0 1 2 3

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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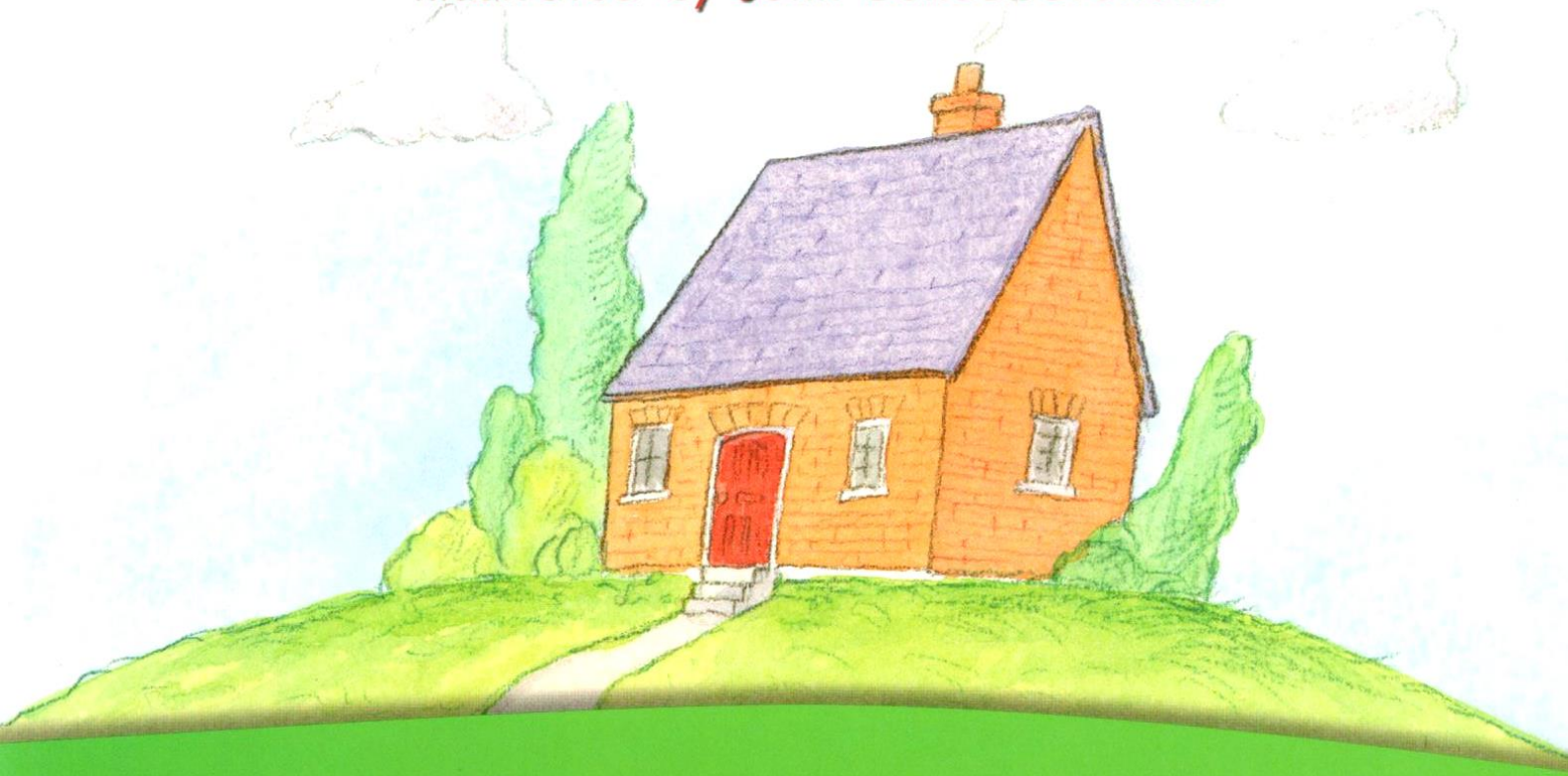
Student _____ Date _____

Write about three places that Socks liked to sleep. You can draw a picture to go with your writing.

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The Nice Little House

by Michael Shannon
illustrated by John Bendall-Brunello

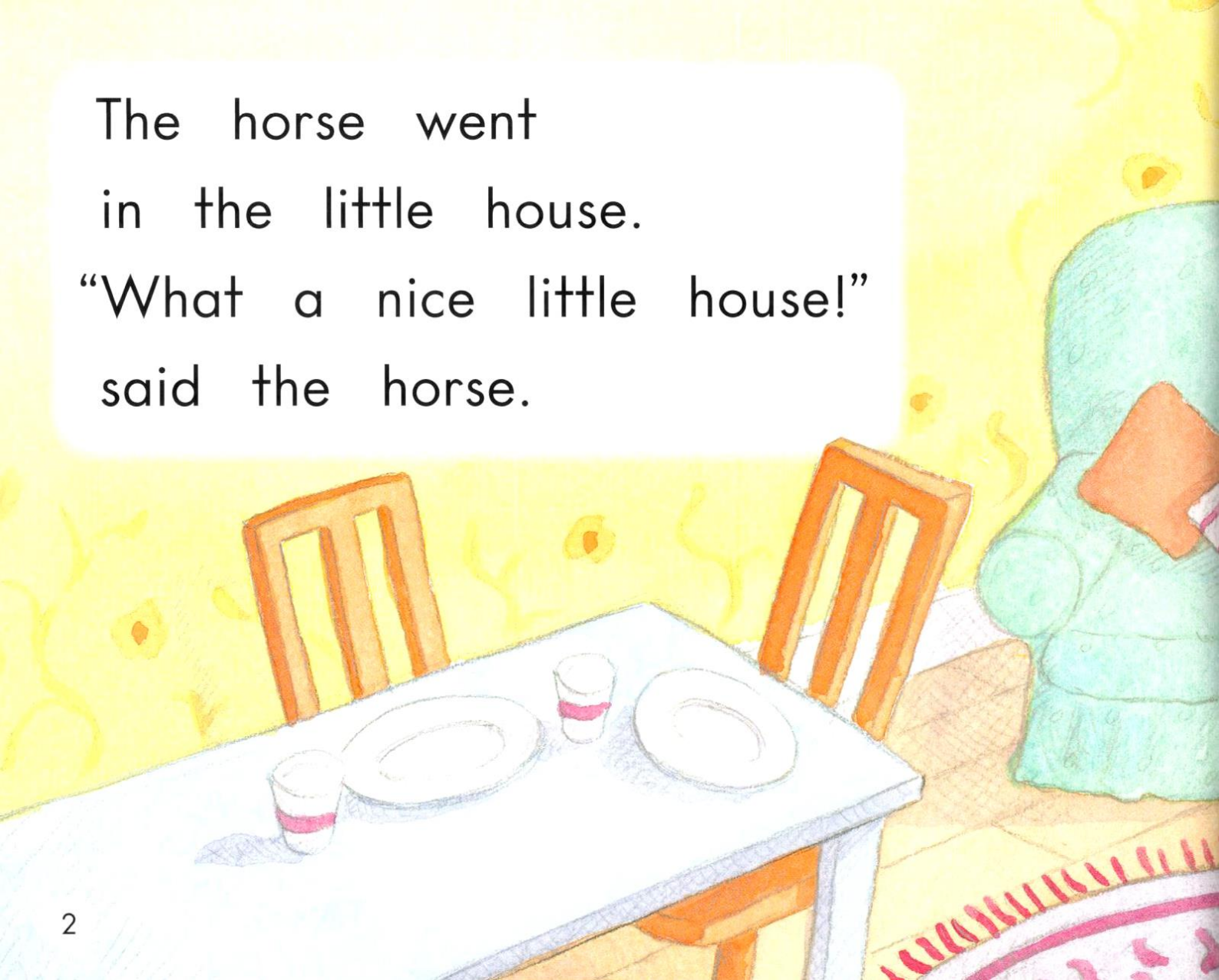


D

In this story, each animal went into a little house and said, "What a nice little house!" Read to find out what happened when all the animals went in.

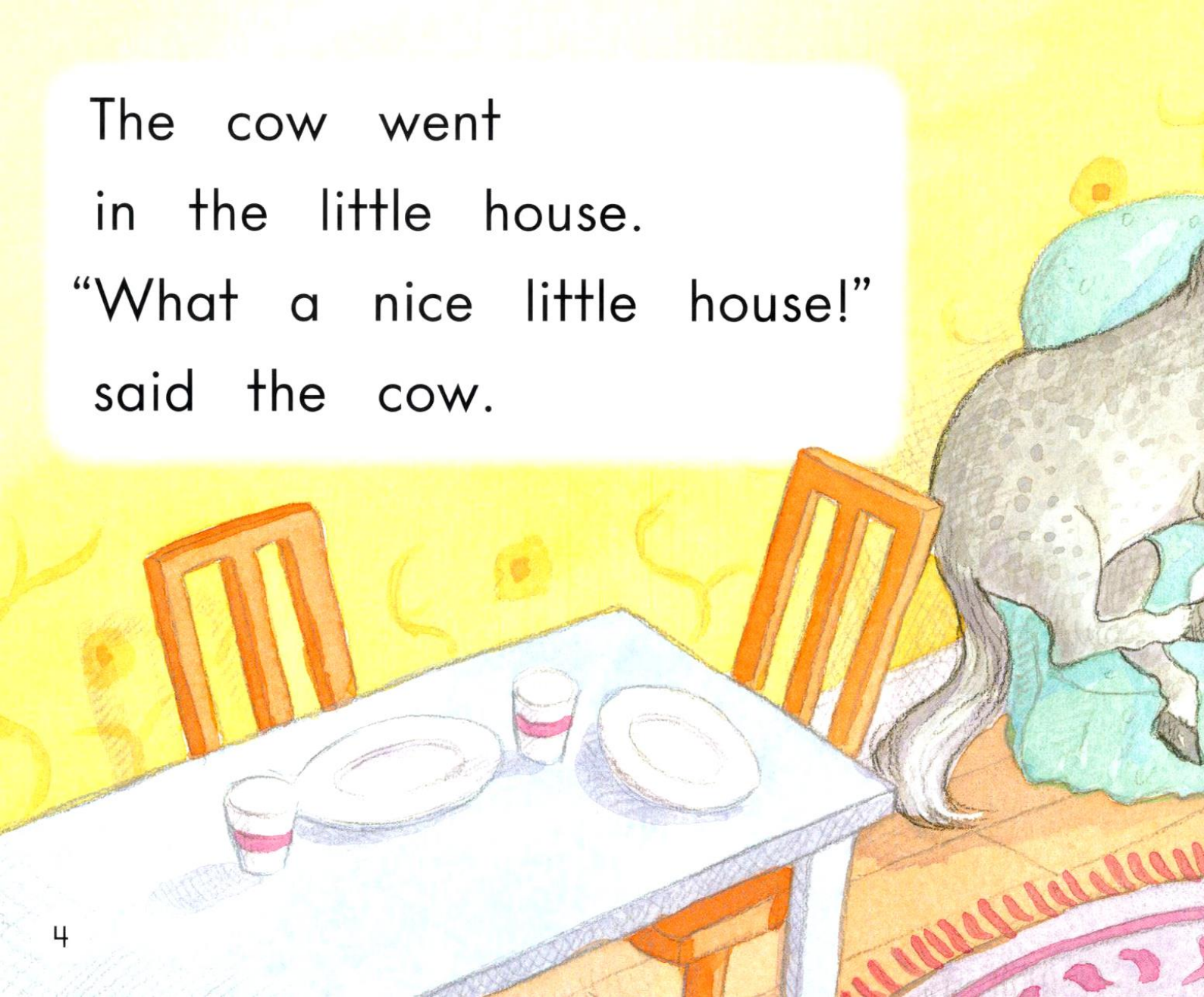
RW 129
E 14

The horse went
in the little house.
"What a nice little house!"
said the horse.





The cow went
in the little house.
"What a nice little house!"
said the cow.





The pig went
in the little house.
The pig said,
"What a nice
little house!"





The chicken went
in the little house.
"What a nice little house!"
she said.





The duck went
in the little house.
She said,
"What a nice
little house!"

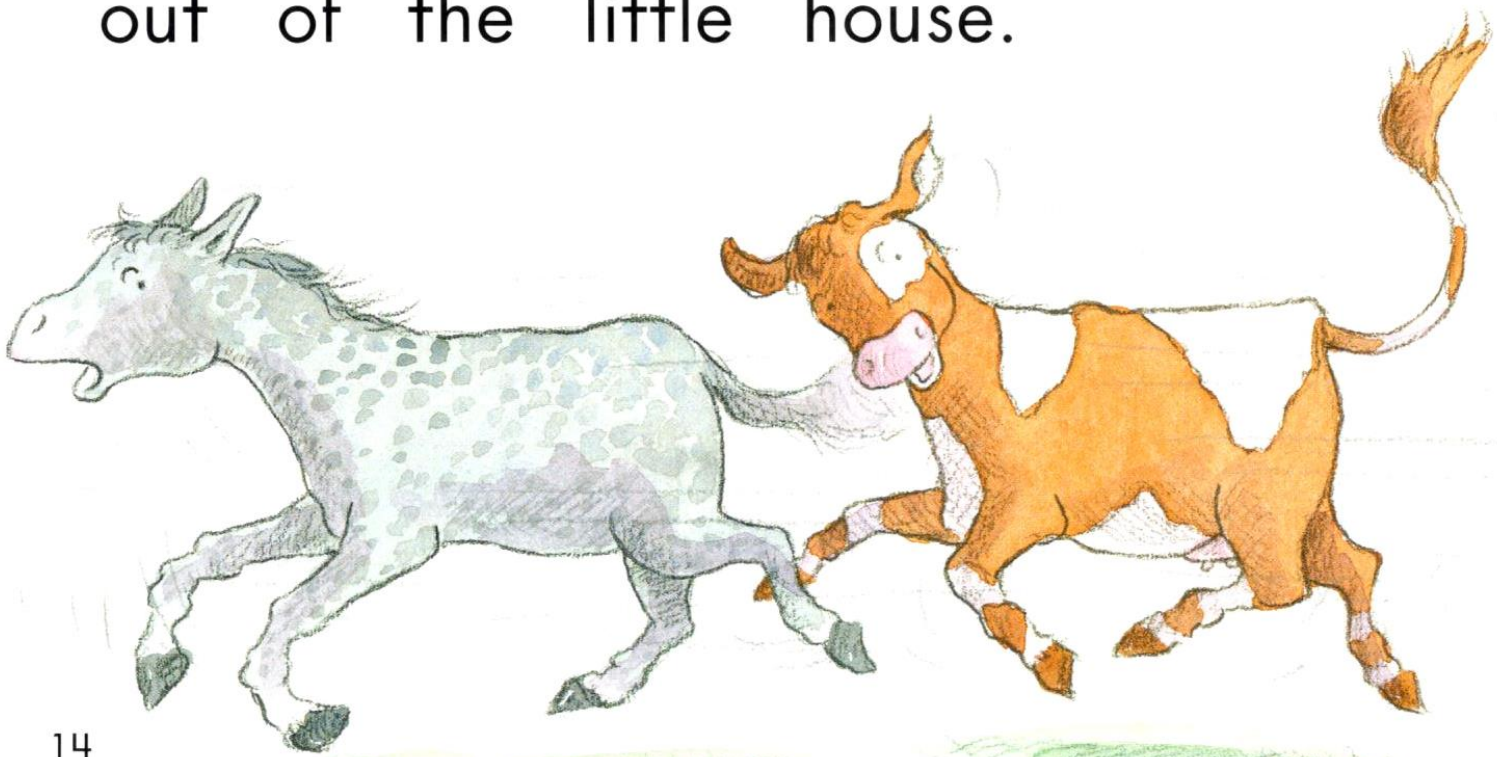





The skunk went
in the little house.
Then . . .

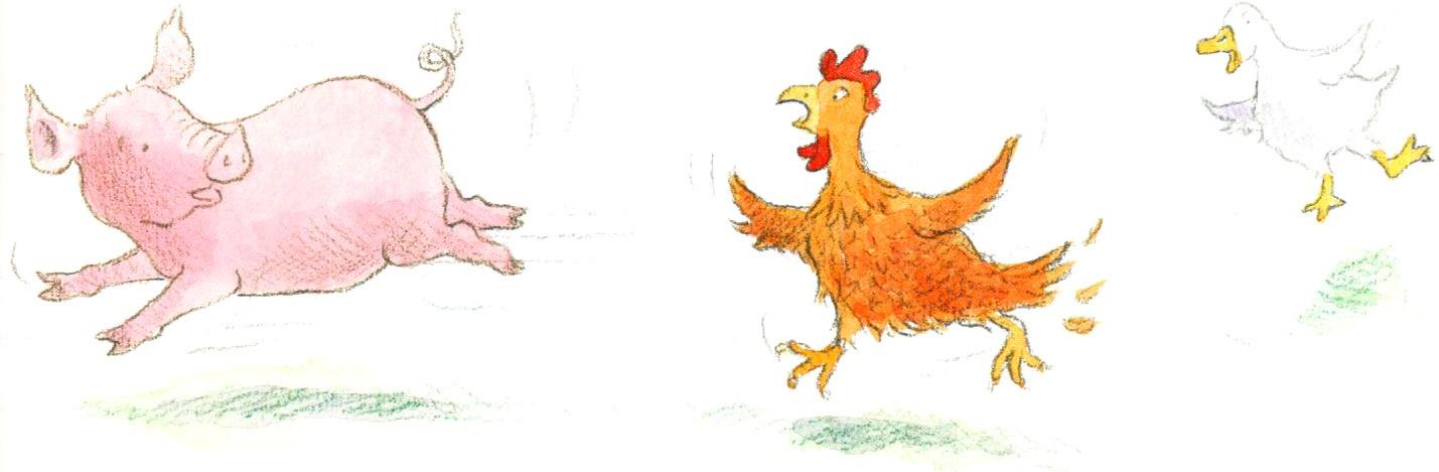


The horse went
out of the little house.
The cow went
out of the little house.



The pig went
out of the little house.
The chicken went
out of the little house.
The duck went
out of the little house.






"What a nice **big** house!"
said the skunk.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this story, each animal went into a little house and said, "What a nice little house!" Read to find out what happened when all the animals went in.

Page	Text *The Nice Little House* Level D, RW: 129	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	The horse went in the little house. "What a nice little house!" said the horse.								
4	The cow went in the little house. "What a nice little house!" said the cow.								
6	The pig went in the little house. The pig said,								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 *cont.*	"What a nice little house!"								
8	The chicken went in the little house. "What a nice little house!" she said.								
10	The duck went in the little house. She said, "What a nice little house!"								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	The skunk went in the little house. Then . . .								
14	The horse went out of the little house. The cow went out of the little house.								
15	The pig went out of the little house. The chicken went out of the little house.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15 *cont.*	The duck went out of the little house.								
16	"What a nice **big** house!" said the skunk.								
	Subtotal								
	Total								

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Accuracy Rate	Errors	14 or more	13	11–12	10	9	8	6–7	5	4	2–3	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text All the animals went in the little house. The skunk went in the house and all the other animals came out (ran away). *Note any additional understandings:*	Talk about what happened first in this story. Then what happened? What happened at the end?	0 1 2 3
Beyond the Text The animals did not want to be in the house with the skunk because he might smell it up. The skunk felt good when he saw how big the house seemed when he was there by himself. The little house was big to the skunk because he was there all by himself (and/or he was little). *Note any additional understandings:*	Why did the animals run away? How do you think the skunk felt at the end of the story? Why? Why did the skunk call it a "nice big house" when all the other animals said it was a "nice little house"?	0 1 2 3

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

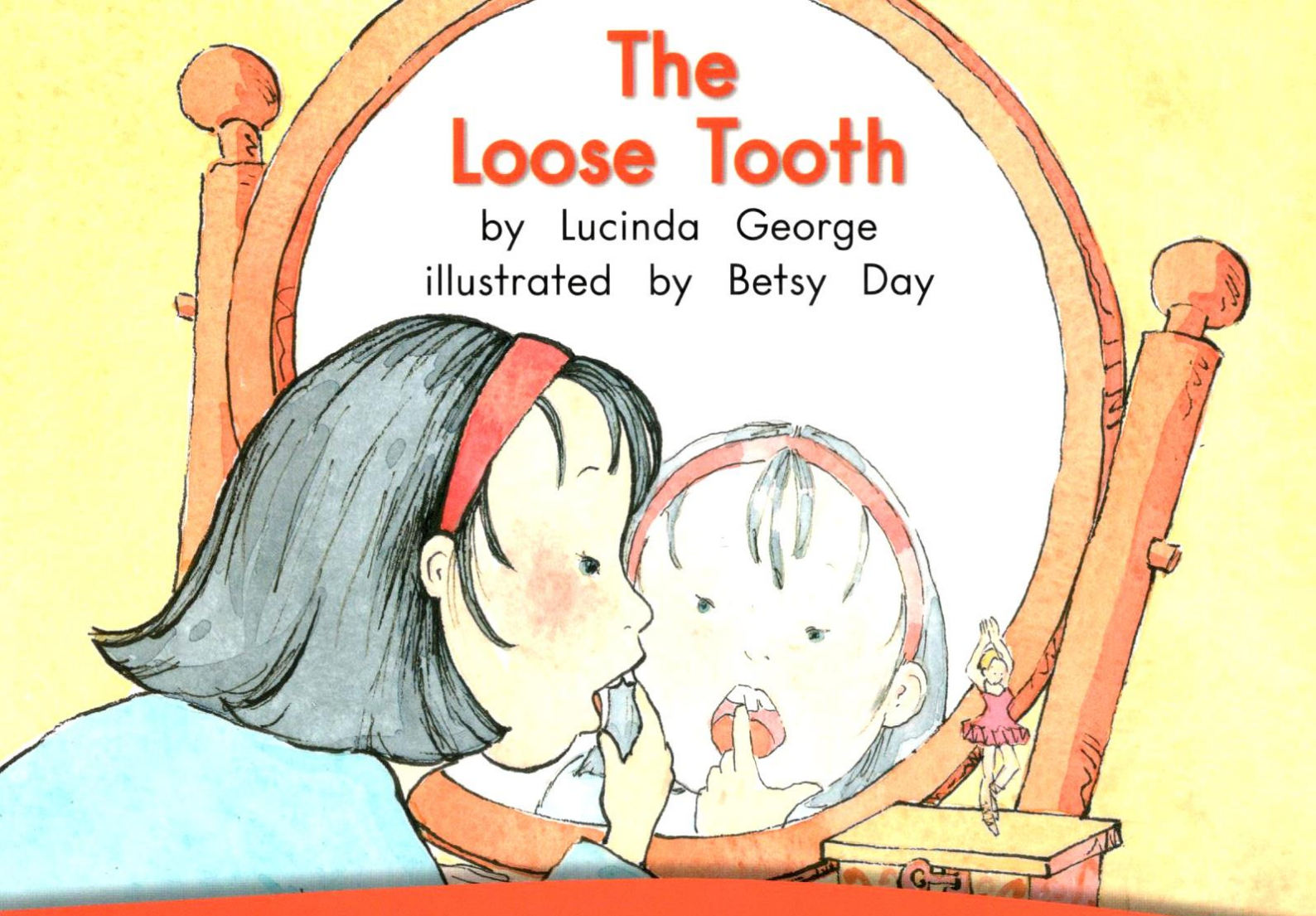
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Write about what happened to the animals in the nice little house. You can draw a picture to go with your writing.

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The Loose Tooth

by Lucinda George

illustrated by Betsy Day

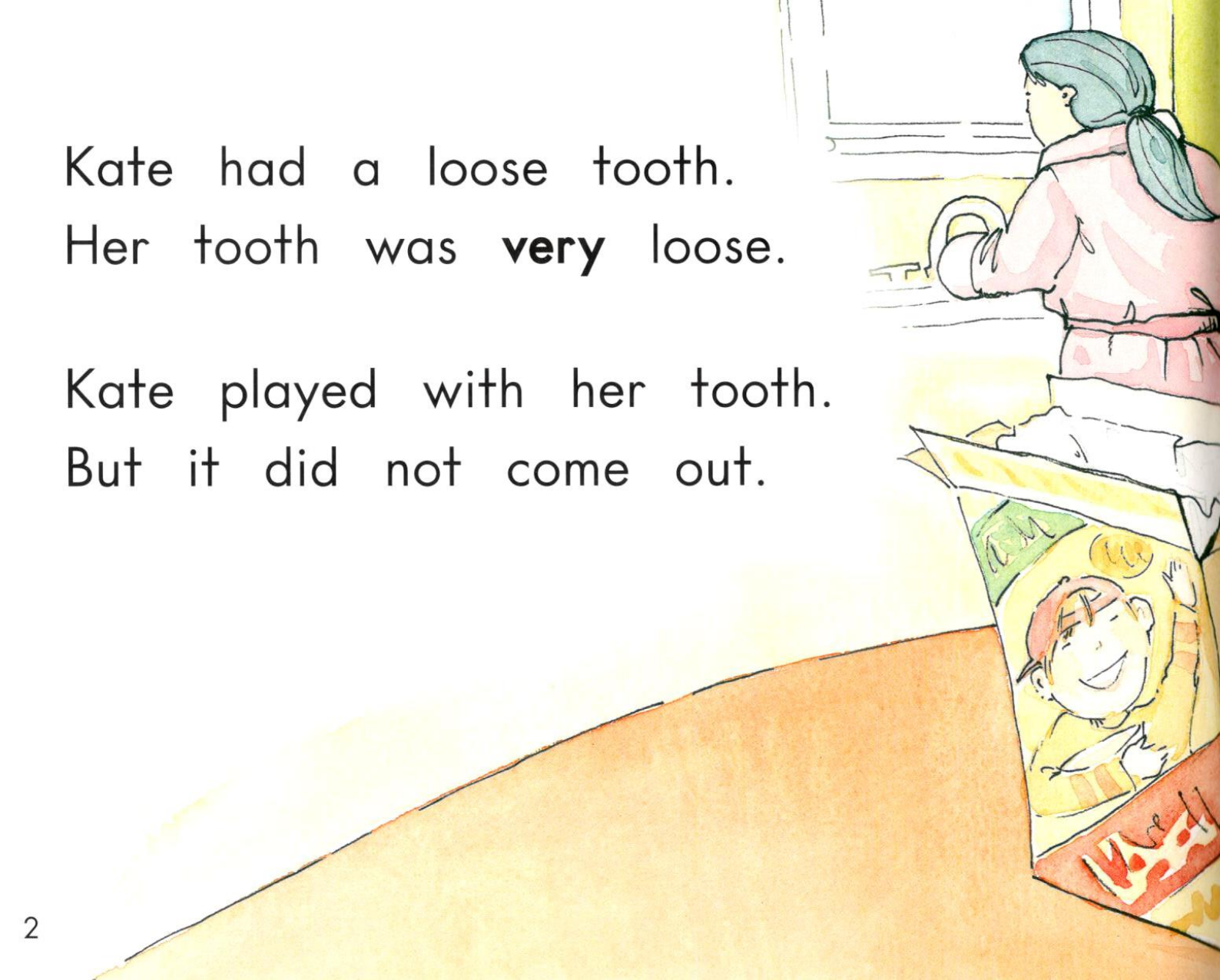
E

Kate had a loose tooth and she tried lots of things to make it come out. Read to find out what happened to Kate's loose tooth.

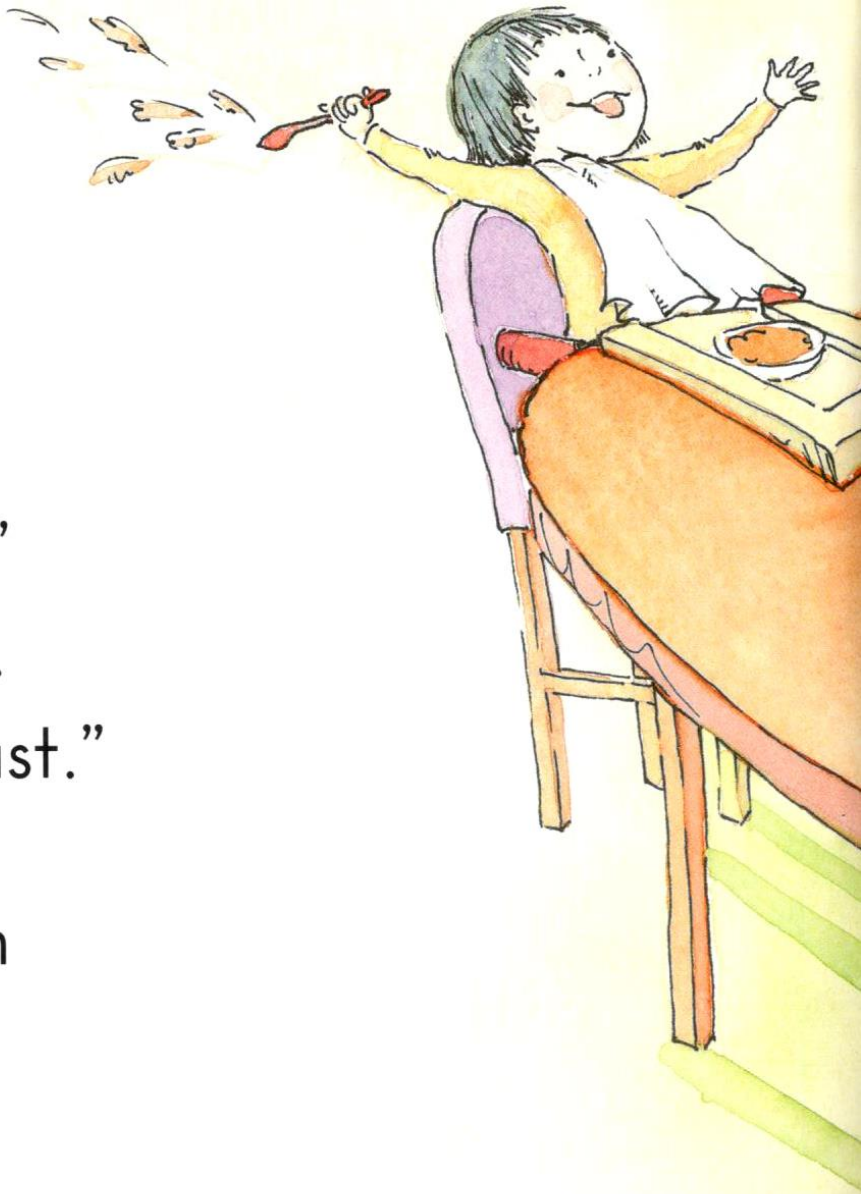
RW 198
E 21
Fountas and Pinnell Benchmark Assessment System 1

Kate had a loose tooth.
Her tooth was **very** loose.

Kate played with her tooth.
But it did not come out.







"Don't play
with your tooth,"
said Kate's mom.
"Eat your breakfast."

"I want my tooth
to come out,"
said Kate.



"Your tooth
will fall out," said Mom.

Kate wiggled her tooth.
But it did not fall out.

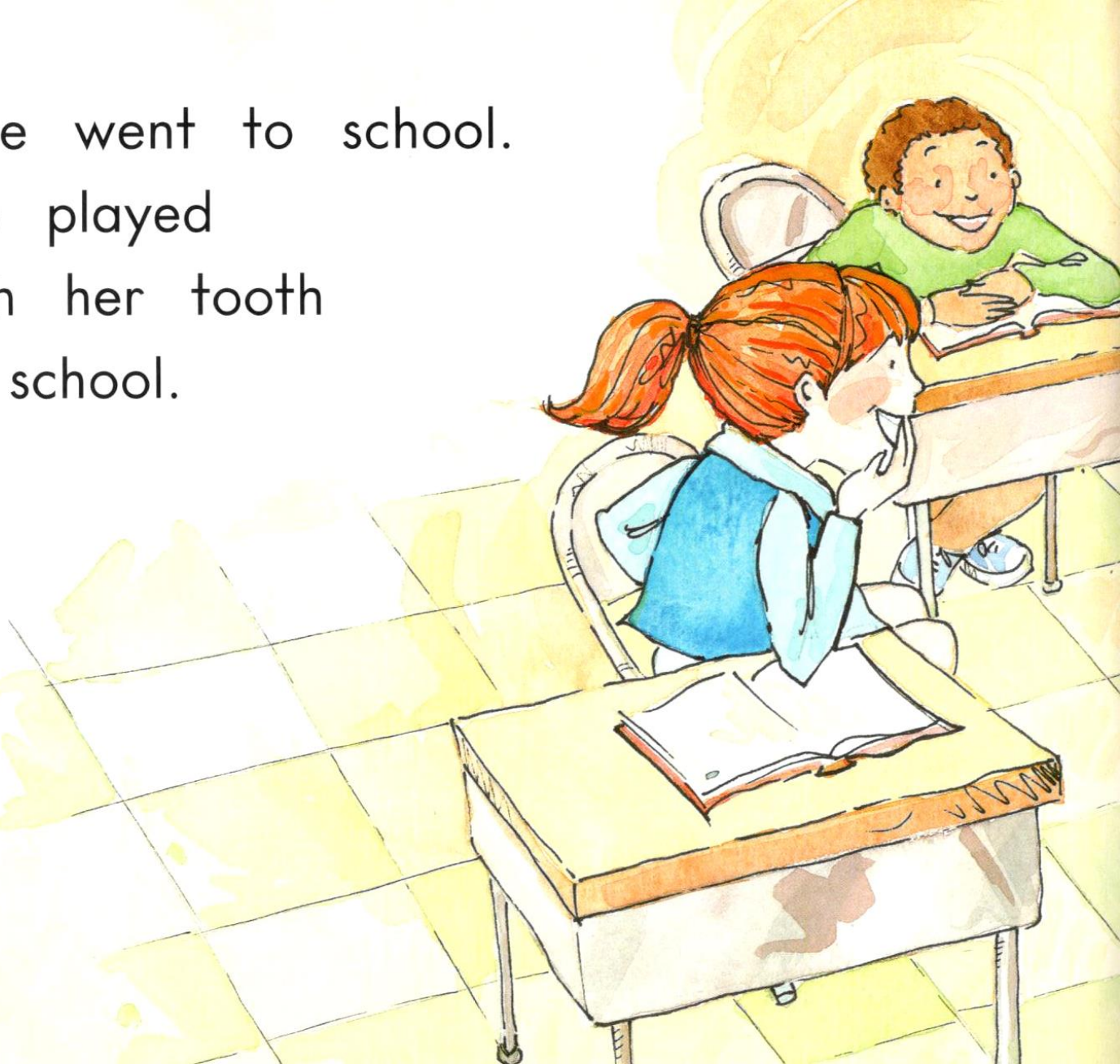
Kate brushed her teeth
after breakfast.
She wanted her tooth
to come out.
She wanted it to come
out **now**.

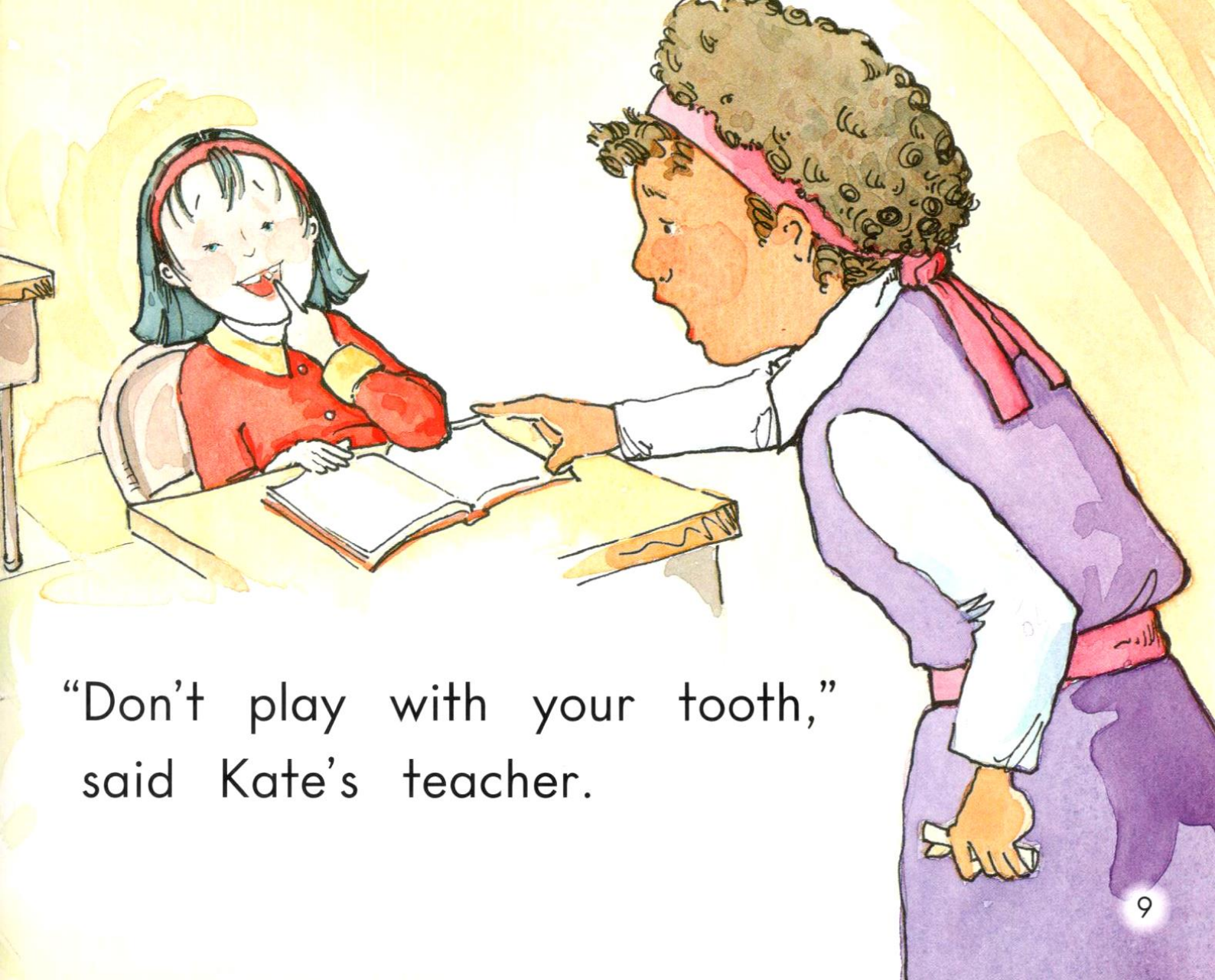




She brushed and brushed.
She brushed her loose tooth.
But it did not fall out.

Kate went to school.
She played
with her tooth
at school.

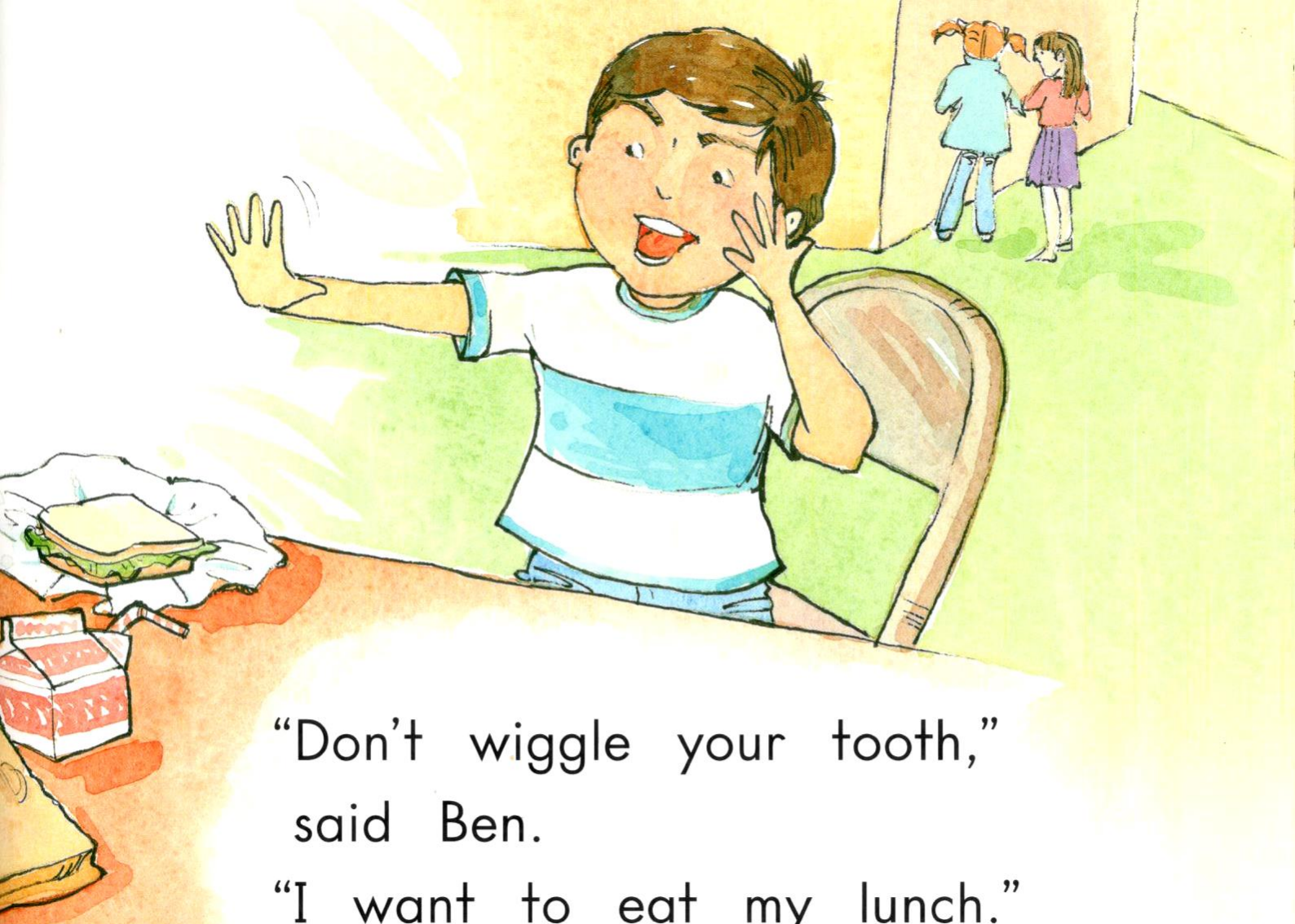




"Don't play with your tooth," said Kate's teacher.



Kate played
with her tooth
at lunch.
She wiggled it
and wiggled it.

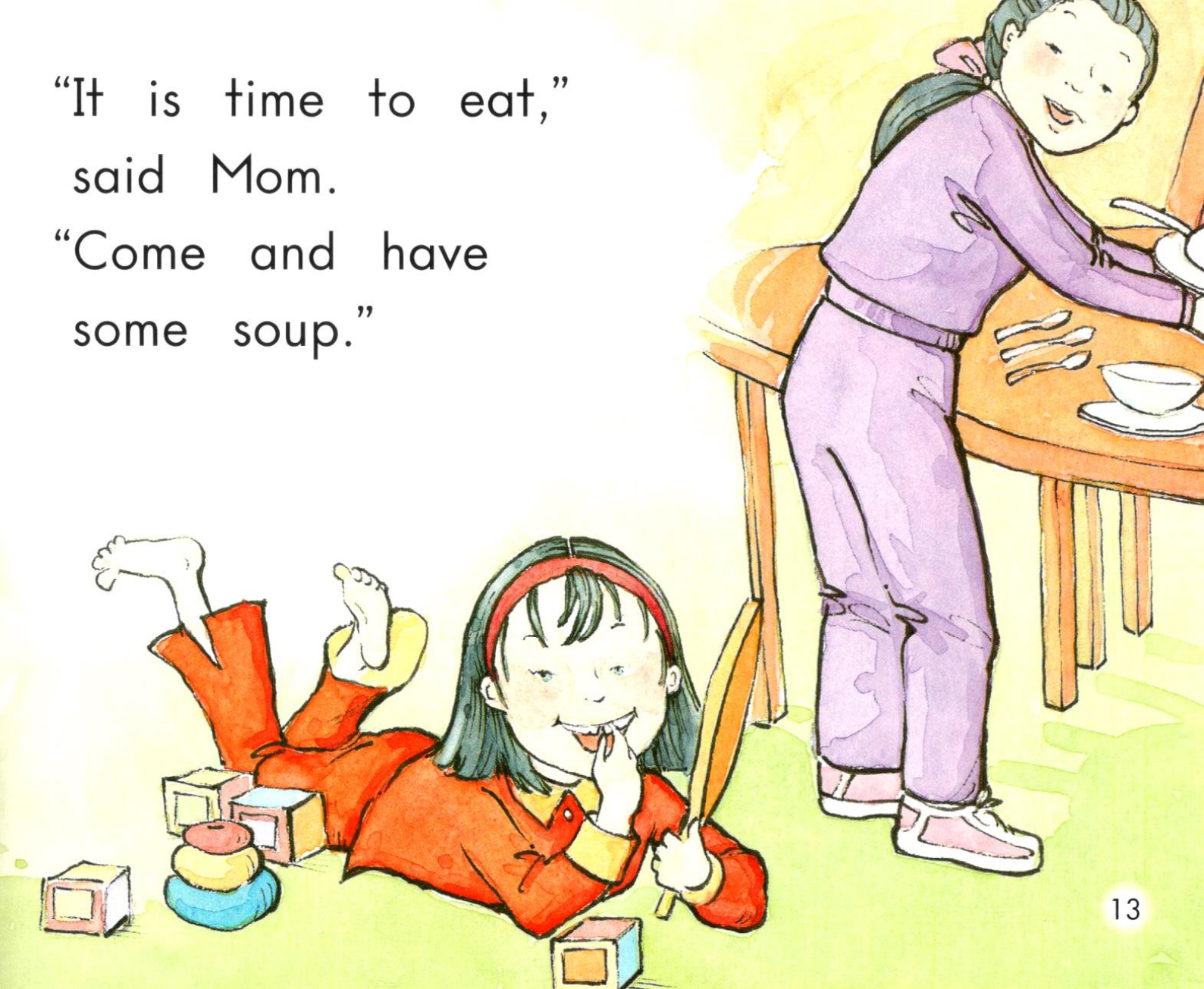


"Don't wiggle your tooth,"
said Ben.
"I want to eat my lunch."

Kate went home.
Her brother played
with his blocks.
Kate played
with her tooth.



"It is time to eat,"
said Mom.
"Come and have
some soup."





Kate had some soup.
She said,
"Now I want an apple.
I want a big, big apple."

Kate took a big, big bite of her apple.





"Look, Mom!" Kate said.
"Look at my tooth **now**!"

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Kate had a loose tooth and she tried lots of things to make it come out. Read to find out what happened to Kate's loose tooth.

Page	Text — *The Loose Tooth* Level E, RW: 198	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	Kate had a loose tooth. Her tooth was **very** loose. Kate played with her tooth. But it did not come out.								
4	"Don't play with your tooth," said Kate's mom. "Eat your breakfast." "I want my tooth to come out," said Kate.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	"Your tooth will fall out," said Mom. Kate wiggled her tooth. But it did not fall out.								
6	Kate brushed her teeth after breakfast. She wanted her tooth to come out. She wanted it to come out **now**.								
7	She brushed and brushed. She brushed her loose tooth. But it did not fall out.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	Kate went to school. She played with her tooth at school.								
9	"Don't play with your tooth," said Kate's teacher.								
10	Kate played with her tooth at lunch. She wiggled it and wiggled it.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
11	"Don't wiggle your tooth," said Ben. "I want to eat my lunch."								
12	Kate went home. Her brother played with his blocks. Kate played with her tooth.								
13	"It is time to eat," said Mom. "Come and have some soup."								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
14	Kate had some soup. She said, "Now I want an apple. I want a big, big apple."								
15	Kate took a big, big bite of her apple.								
16	"Look, Mom!" Kate said. "Look at my tooth **now**!"								
	Subtotal								
	Total								

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Accuracy Rate	Errors	21 or more	19–20	17–18	15–16	13–14	11–12	9–10	7–8	5–6	3–4	1–2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Kate had a loose tooth and she was doing everything she could to make it come out. (Gives 2–3 examples, such as wiggled it, played with it, brushed it.) In the end, she ate an apple and the tooth came out in her soup! *Note any additional understandings:*	What was Kate's problem in the story? What did Kate try to do to solve the problem? What else did she do? Talk about how the story ended.	0 1 2 3
Beyond the Text Kate really wanted her tooth to come out because (gives a plausible reason). She felt great when her tooth finally came out. Kate's mom wasn't worried because she knew the tooth would come out. *Note any additional understandings:*	Why do you think Kate really wanted her tooth to come out? Talk about how Kate felt about her tooth at the beginning of the story and at the end of the story. What do you think Kate's mom was thinking?	0 1 2 3

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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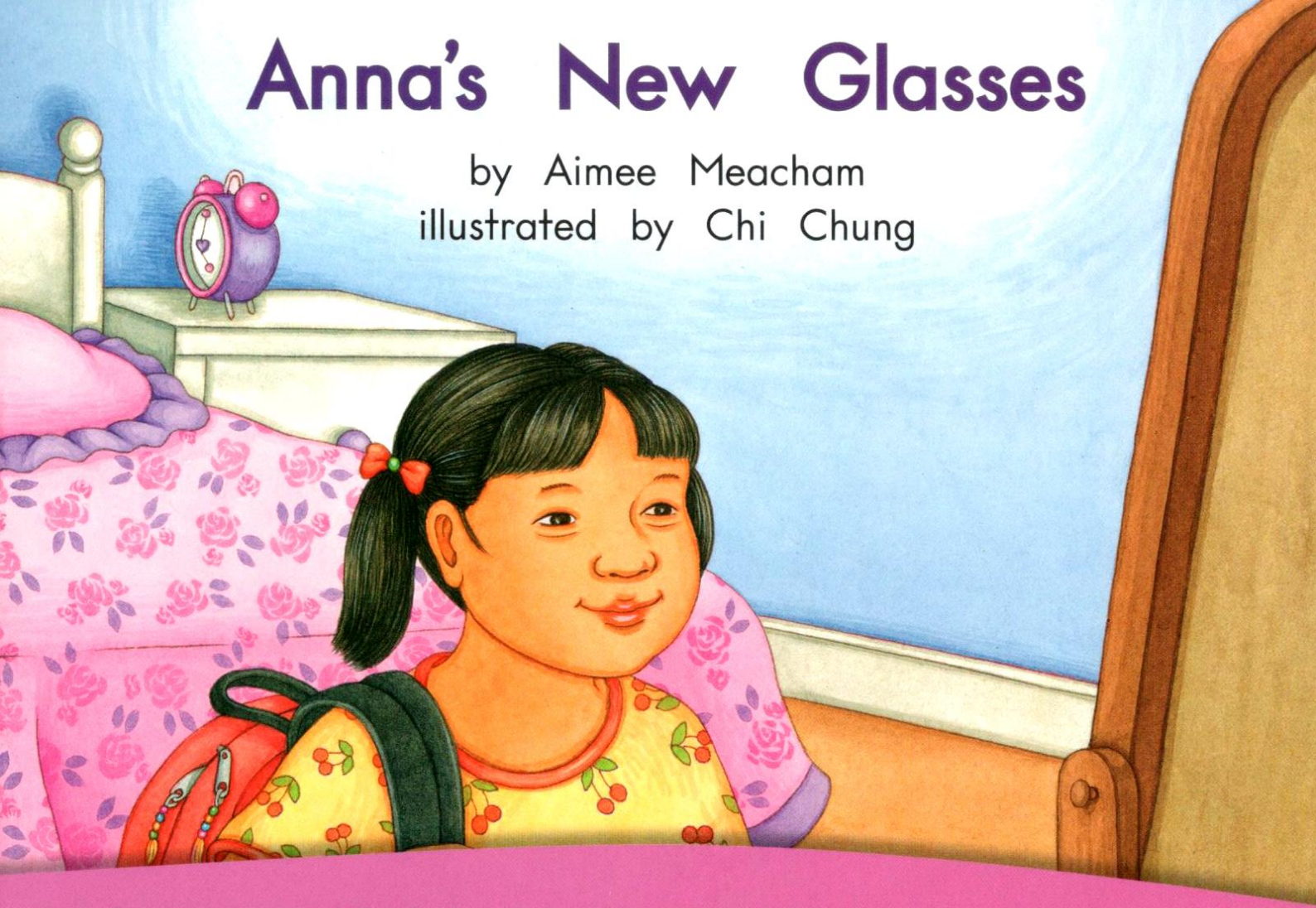
Student _____ Date _____

Write about the three things Kate did to get her tooth to come out. You can draw a picture to go with your writing.

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Anna's New Glasses

by Aimee Meacham
illustrated by Chi Chung



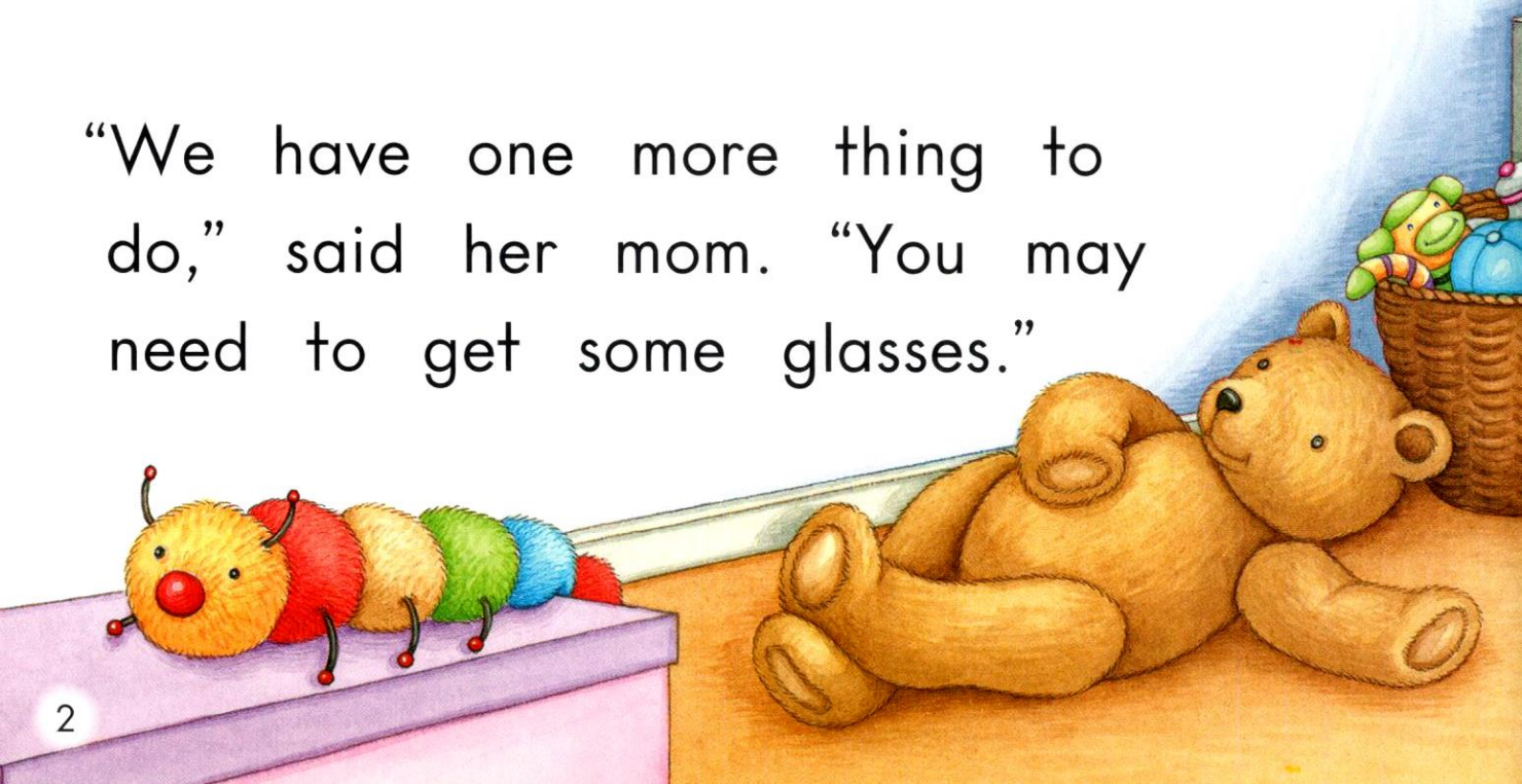
F

Anna was getting ready for school. Her mom said she might need to get glasses to see better. But Anna didn't want glasses. Read to find out what happened when she got her new glasses.

RW 220
E 24

"I am ready for school,"
said Anna.
She had a new red backpack
and new shoes.

"We have one more thing to
do," said her mom. "You may
need to get some glasses."





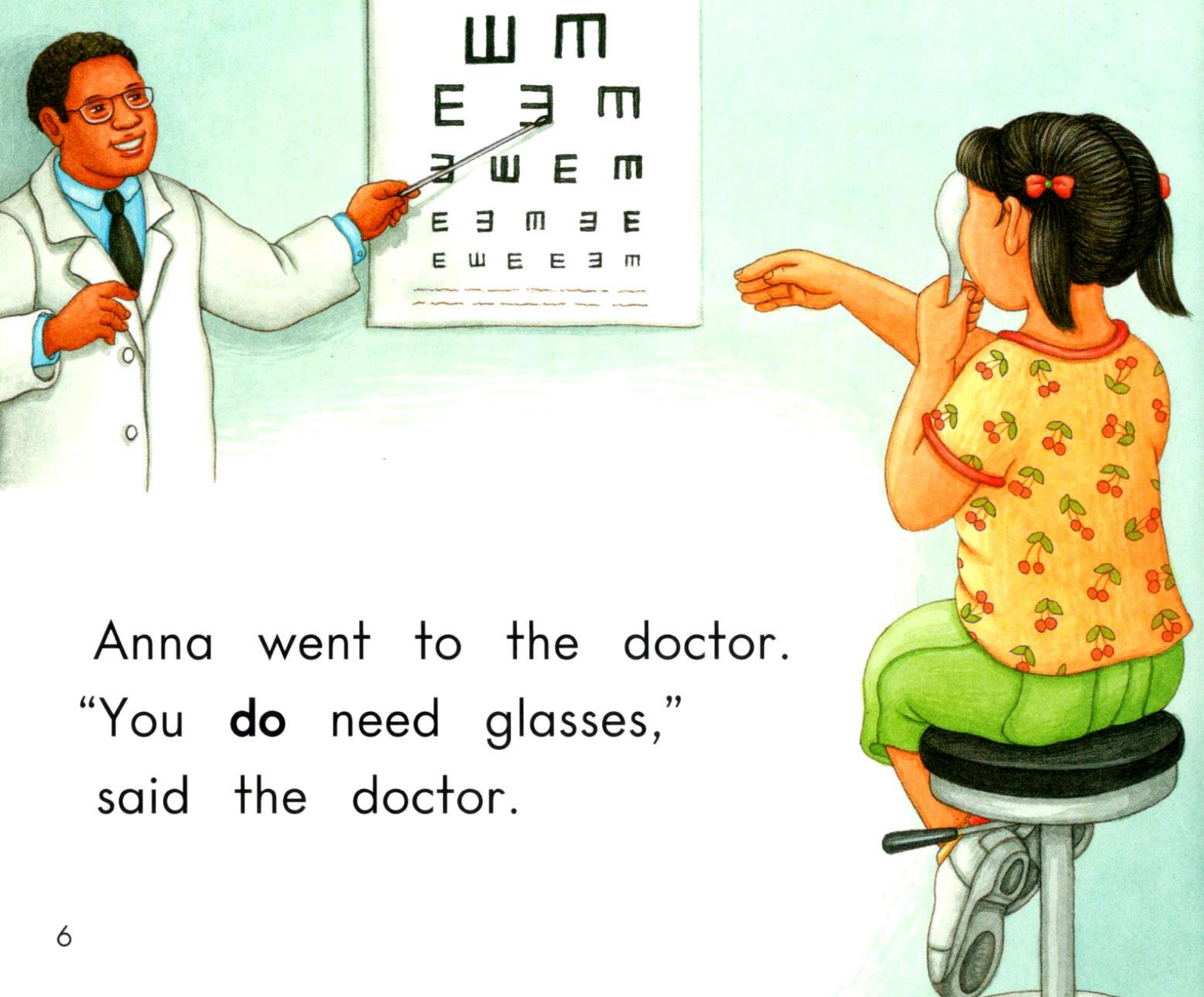
"I **don't** need glasses!"
said Anna.

"You may need glasses to help
you read," said her mom.
"Do you want to read
at school?"



"I want to read," said Anna.
"I love books!
But I don't want glasses."



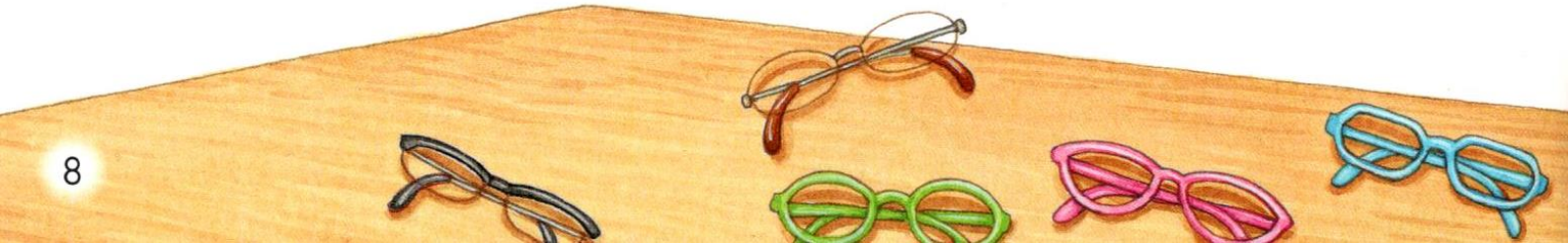


Anna went to the doctor.
"You **do** need glasses,"
said the doctor.

Anna looked at the glasses.



"I don't like these glasses,"
she said.



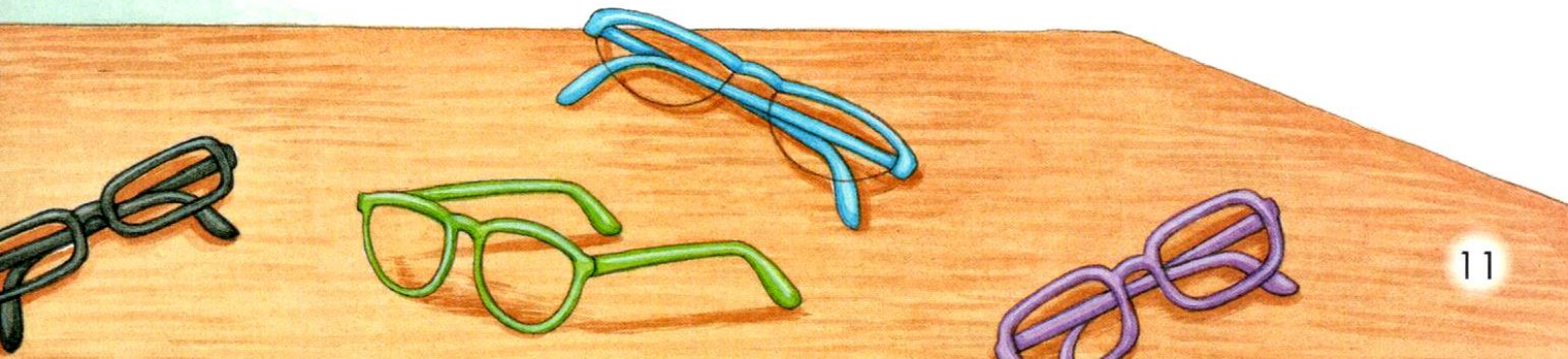
"Look at the purple glasses,"
said Mom.
Anna put on
the purple glasses.



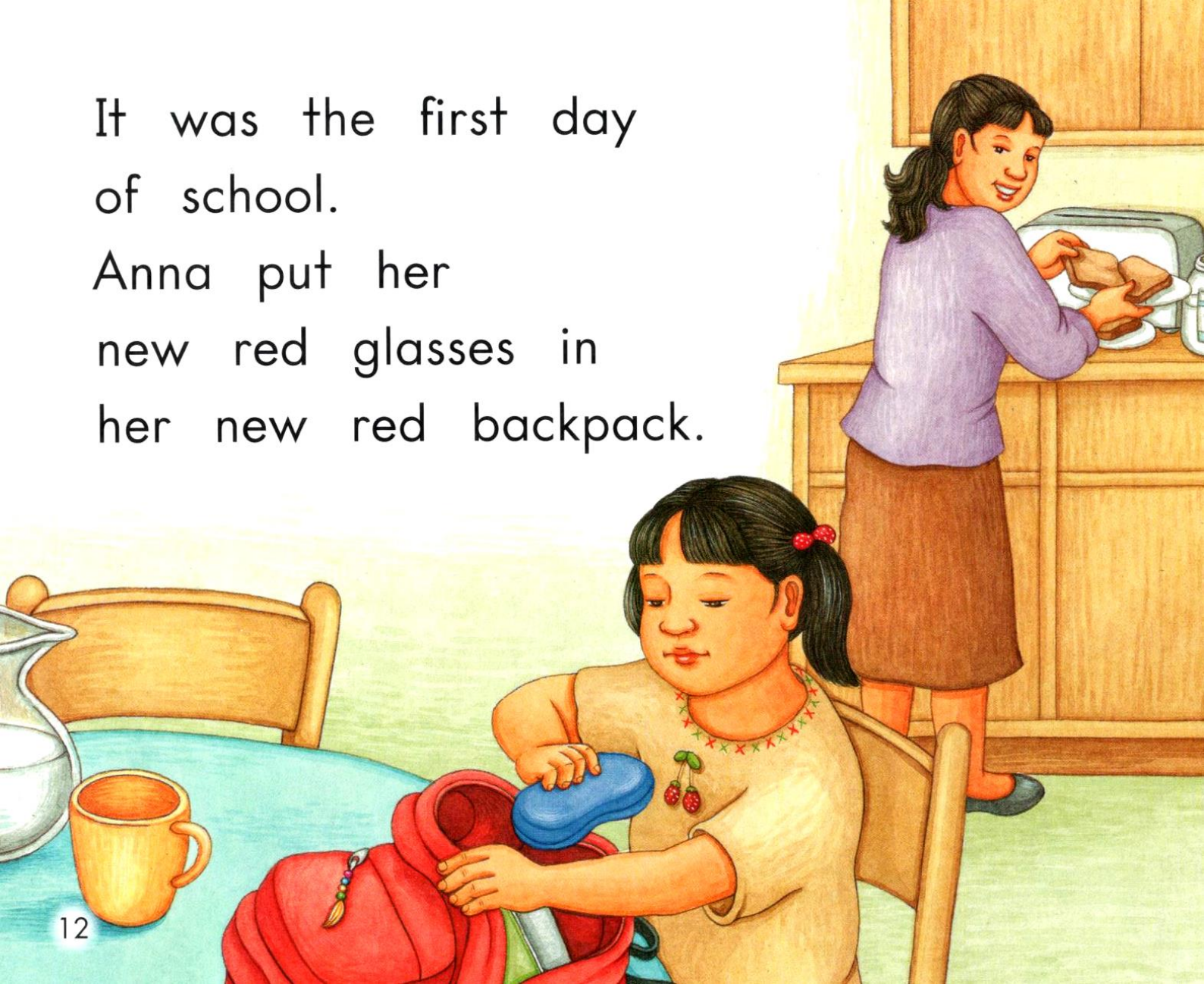


Anna put on some red glasses.
"I like red and I like
these red glasses," she said.

"You look great in those
glasses," said Mom.



It was the first day of school.
Anna put her new red glasses in her new red backpack.



"Don't forget your glasses,"
said Mom.

"I put them in my backpack,"
said Anna.

"Put your glasses on at school,"
said Mom.



Anna and her mom walked to school.

Anna looked at her new teacher. She opened her backpack and put on her new glasses.



"I am Mrs. Bell," the teacher said.
"I am your new teacher.
We have the same glasses!"

Anna smiled.
"Yes, these are
great glasses!"



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Anna was getting ready for school. Her mom said she might need to get glasses to see better. But Anna didn't want glasses. Read to find out what happened when she got her new glasses.

Page	Text — *Anna's New Glasses* Level F, RW: 220	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	"I am ready for school," said Anna. She had a new red backpack and new shoes. "We have one more thing to do," said her mom. "You may need to get some glasses."								
4	"I **don't** need glasses!" said Anna. "You may need glasses to help you read," said her mom.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 *cont.*	"Do you want to read at school?"								
5	"I want to read," said Anna. "I love books! But I don't want glasses."								
6	Anna went to the doctor. "You **do** need glasses," said the doctor.								
7	Anna looked at the glasses.								
8	"I don't like these glasses," she said.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
9	"Look at the purple glasses," said Mom. Anna put on the purple glasses.								
11	Anna put on some red glasses. "I like red and I like these red glasses," she said. "You look great in those glasses," said Mom.								
12	It was the first day of school.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
12 *cont.*	Anna put her new red glasses in her new red backpack.								
13	"Don't forget your glasses," said Mom. "I put them in my backpack," said Anna. "Put your glasses on at school," said Mom.								
15	Anna and her mom walked to school.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15 *cont.*	Anna looked at her new teacher. She opened her backpack and put on her new glasses.								
16	"I am Mrs. Bell," the teacher said. "I am your new teacher. We have the same glasses!" Anna smiled. "Yes, these are **great** glasses!"								
	Subtotal								
	Total								

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Accuracy Rate	Errors	24 or more	21–23	19–20	17–18	15–16	13–14	10–12	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text		
Anna had to get glasses to see better but she did not want to wear them.	What was Anna's problem in this story?	0 1 2 3
Recounts the major events of the story, such as: Anna didn't want to get new glasses; she tried on many different glasses and chose red ones; she got some new glasses but she didn't want to wear them; she put them on when she saw that her teacher's glasses were the same as hers.	What happened in this story? Then what happened? What happened at the end of the story?	
Note any additional understandings:		
Beyond the Text		
Anna felt (any suitable descriptive word) about wearing glasses.	Talk about how Anna felt at the beginning of the story.	0 1 2 3
Anna didn't want to wear glasses to school because (any plausible explanation).	How did Anna feel about wearing glasses? Why?	
Anna felt good when she saw her teacher had glasses just like hers.	Talk about how Anna felt at the end of the story. Why?	
Other kids (or I) felt the same way as (or different from) Anna about having glasses.	Did this story remind you of anything?	
Note any additional understandings:		

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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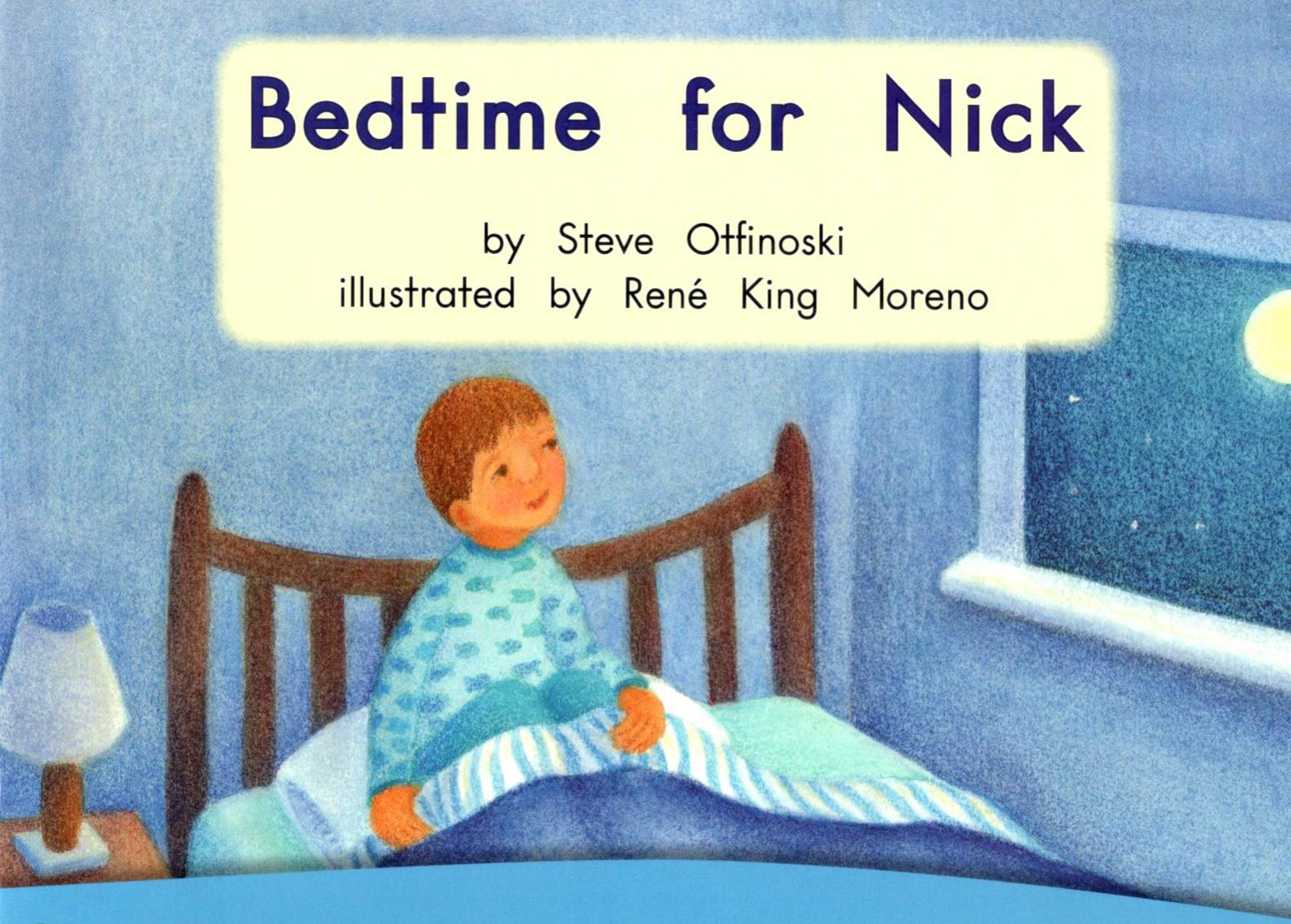
Student _____ Date _____

Write about how Anna felt about her new glasses. You can draw a picture to go with your writing.

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Bedtime for Nick

by Steve Otfinoski
illustrated by René King Moreno



G

Nick went to bed but something was missing, and he could not go to sleep. Read to find out how his mom helped him find what was missing.

Nick was looking at his book.

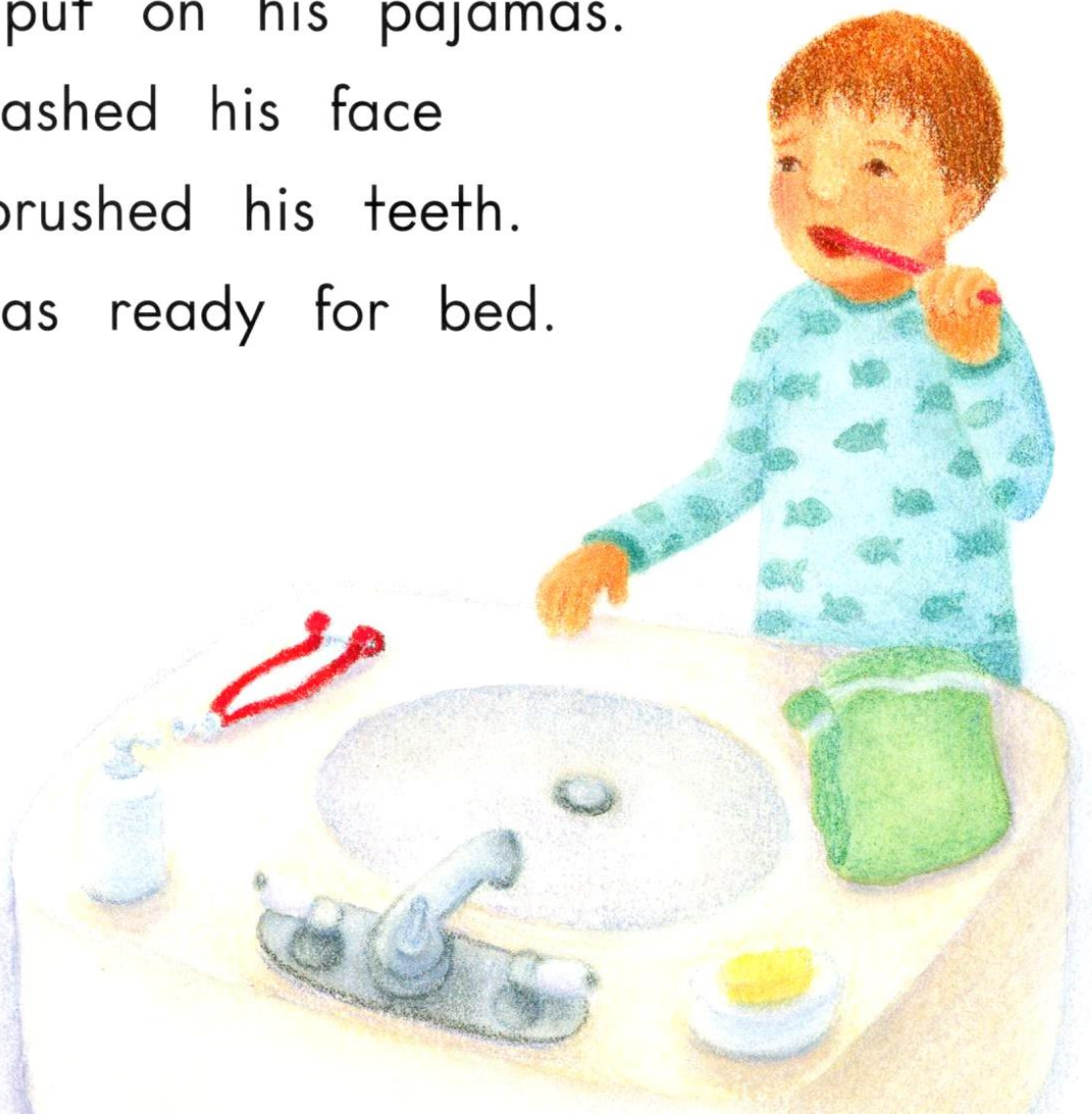
His mom came in and said, "It's time for bed."

"Okay, Mom," said Nick.




sharks!

Nick put on his pajamas.
He washed his face
and brushed his teeth.
He was ready for bed.





Nick got into his bed.

"Will you read me a story?"
Nick asked his mom.

Mom read the story to Nick.
Nick liked the story
about the magic fish.

When the story was over,
Nick's mom turned off the light.





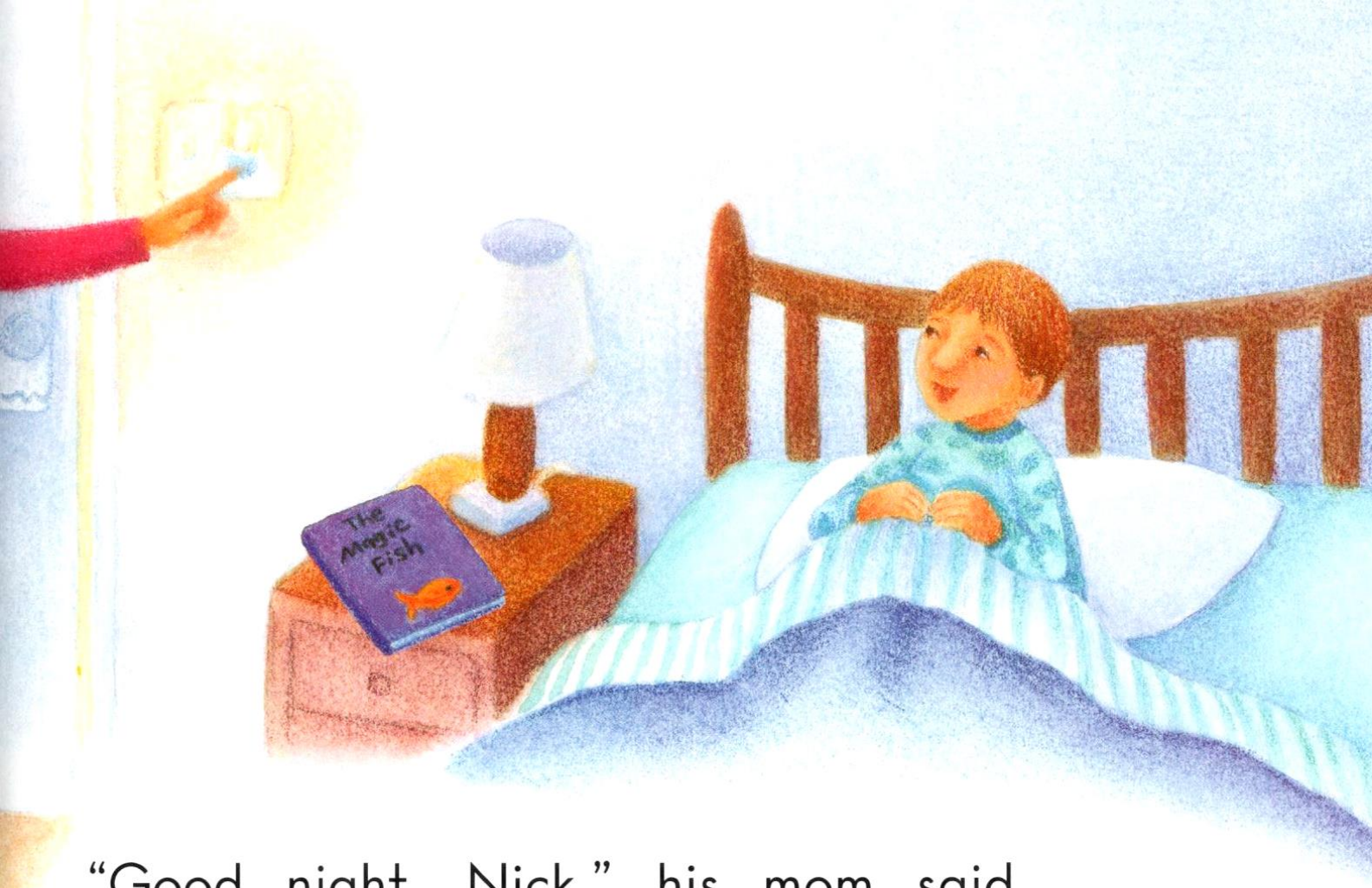
"Good night, Nick," his mom said.

"Will you turn on the nightlight?" asked Nick.

"Okay, Nick," his mom said.

She turned it on.



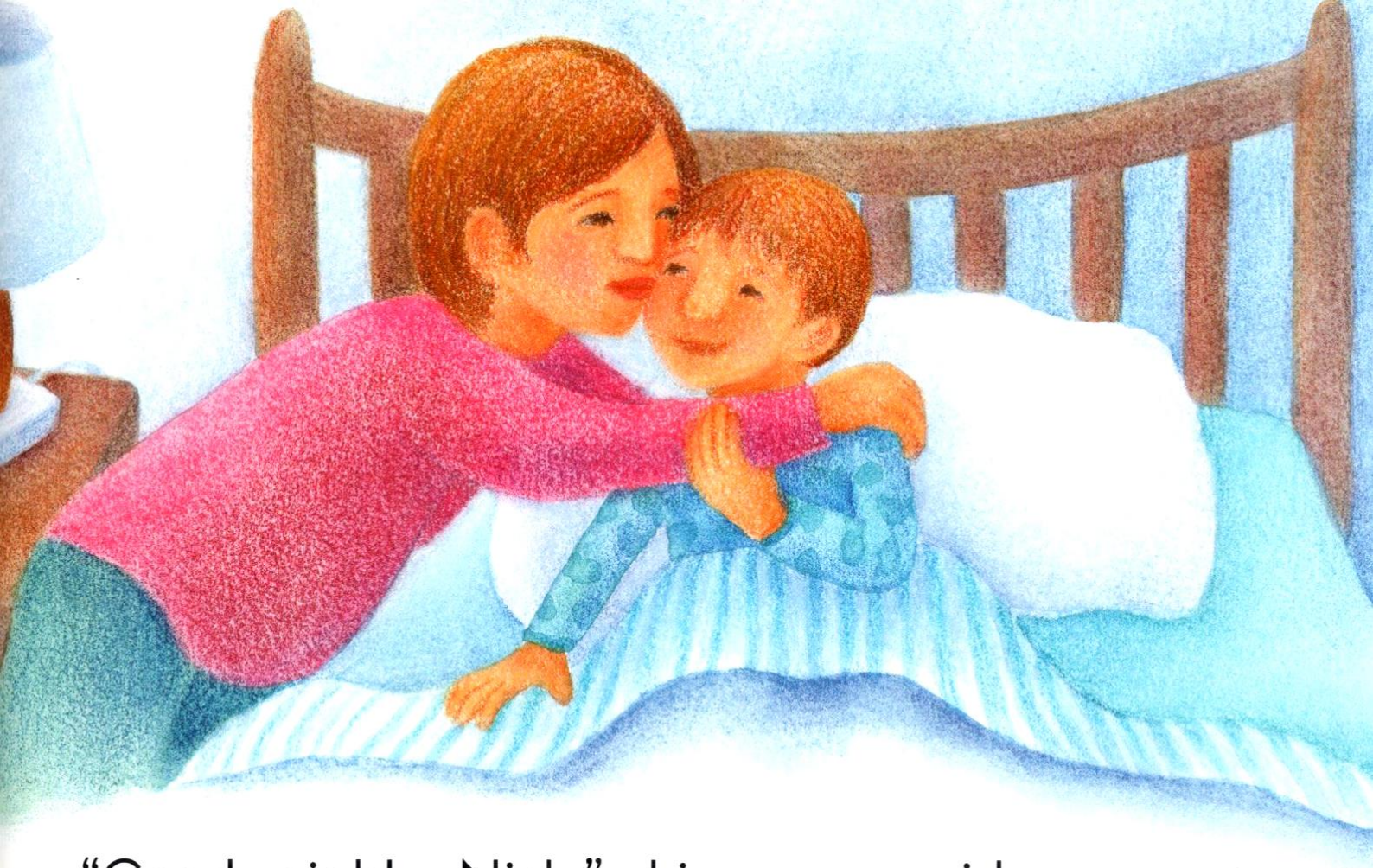


"Good night, Nick," his mom said.
"Now it's time to go to sleep."

"I can't go to sleep," said Nick.

"I will give you a good night kiss," said Nick's mom.





"Good night, Nick," his mom said.
"Go to sleep now."

"I **can't** go to sleep,"
said Nick.
"Will you open the door?"
he asked.

Nick's mom opened the door.
Light came into the room.





"Good night, Nick," his mom said.

"I **can't** go to sleep," said Nick. "Something is missing."

He looked around the room.
Something came in the door.





"Wags! You're late," said Nick.
"Now **we** can go to sleep."

"Good night, Nick," said Mom.
"Good night, Wags."

"Good night, Mom,"
said Nick.



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Nick went to bed but something was missing, and he could not go to sleep. Read to find out how his mom helped him find what was missing.

Page	Text — *Bedtime for Nick* Level G, RW: 216	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	Nick was looking at his book. His mom came in and said, "It's time for bed." "Okay, Mom," said Nick.								
4	Nick put on his pajamas. He washed his face and brushed his teeth. He was ready for bed.								
5	Nick got into his bed.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
6	"Will you read me a story?" Nick asked his mom. Mom read the story to Nick. Nick liked the story about the magic fish. When the story was over, Nick's mom turned off the light.								
7	"Good night, Nick," his mom said.								
8	"Will you turn on the nightlight?" asked Nick. "Okay, Nick," his mom said. She turned it on.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
9	"Good night, Nick," his mom said. "Now it's time to go to sleep."								
10	"I can't go to sleep," said Nick. "I will give you a good night kiss," said Nick's mom.								
11	"Good night, Nick," his mom said. "Go to sleep now."								
12	"I **can't** go to sleep," said Nick. "Will you open the door?" he asked.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
12 *cont.*	Nick's mom opened the door. Light came into the room.								
13	"Good night, Nick," his mom said.								
14	"I **can't** go to sleep," said Nick. "Something is missing." He looked around the room. Something came in the door.								
15	"Wags! You're late," said Nick. "Now **we** can go to sleep."								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
16	"Good night, Nick," said Mom. "Good night, Wags." "Good night, Mom," said Nick.								
	Subtotal								
	Total								

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Accuracy Rate	Errors	23 or more	21–22	19–20	17–18	15–16	12–14	10–11	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text		
Nick got ready for bed. He went to bed but he couldn't go to sleep.	What happened in this story?	0 1 2 3
He told his mom to do different things to help him. (Gives 2–3 examples, such as read a story; turn on the nightlight; give a kiss; open the door.)	What did Nick ask his mom to do to help him sleep? What else did she do?	
His dog (Wags) came in and then he went to sleep.	How did the story end?	
Note any additional understandings:		
Beyond the Text		
Nick didn't know why he couldn't sleep. (Or, he really did know.)	Do you think Nick really knew why he couldn't sleep? What makes you think that?	0 1 2 3
Nick missed Wags and that's why he couldn't go to sleep.	What was the real reason that Nick couldn't go to sleep?	
Wags might have been taking a walk with Dad (or any plausible reason).	I wonder why Wags was so late going to bed. What do you think?	
Nick loves Wags and that's why he missed him and couldn't sleep.	How do you think Nick feels about Wags?	
Note any additional understandings:		

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Write about Nick and what helped him go to sleep. You can draw a picture to go with your writing.

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The Sleepover Party

by Melinda Boroson
illustrated by George Ulrich



H

Jim was invited to a sleepover party. He was worried about staying at his friend's house and wanted to take his favorite toy Mugsy with him. Read to find out what happened.

RW 288
E 31

Jim was excited
because he was going
to a sleepover party!
But he was also a little worried.
He had never stayed all night
at a friend's house.



All of Jim's friends were invited to the party, too.

Jim said,

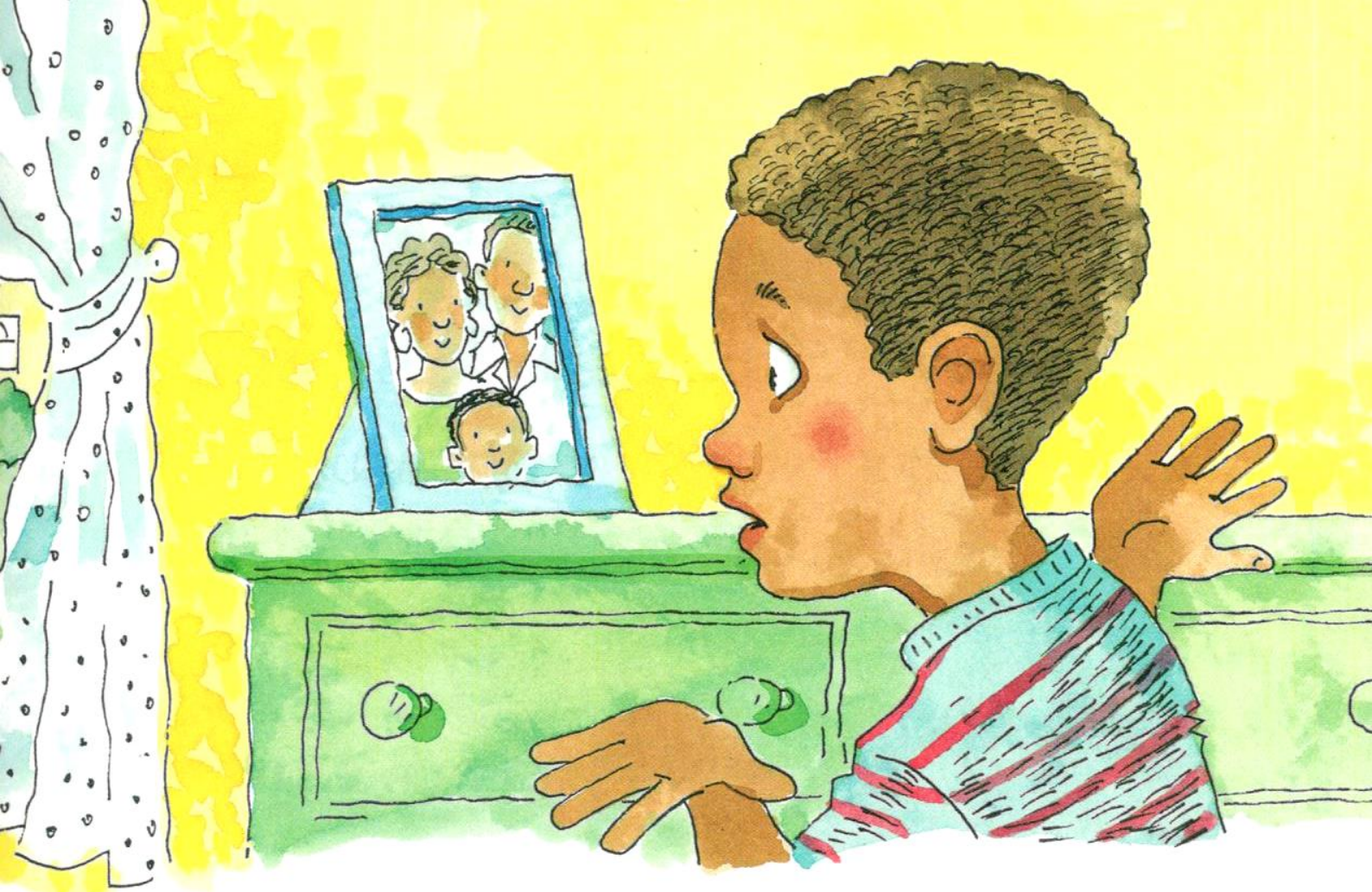
"See you at Matt's house!"

But he was still worried.





Mom helped Jim pack
for the party.
"Here are your pajamas
and your toothbrush," said Mom.



Jim wasn't really listening
because he was worrying.
"What if I miss Mom?"
he thought.
"What if I can't fall asleep?"

Mom held up Jim's favorite toy.
"Do you want to take Mugsy
with you?" Mom asked.
Jim always slept with Mugsy.



Jim did want to bring Mugsy.
But he was worried.
"Mugsy is a baby toy,"
Jim told his mom.
"I don't want my friends
to laugh at me.
I **can't** bring Mugsy."





"That's fine," said Mom.
"Get your sleeping bag.
I'll zip up your backpack."

"Have fun," Mom said.
"I will," Jim answered.
But he was still a
little worried.



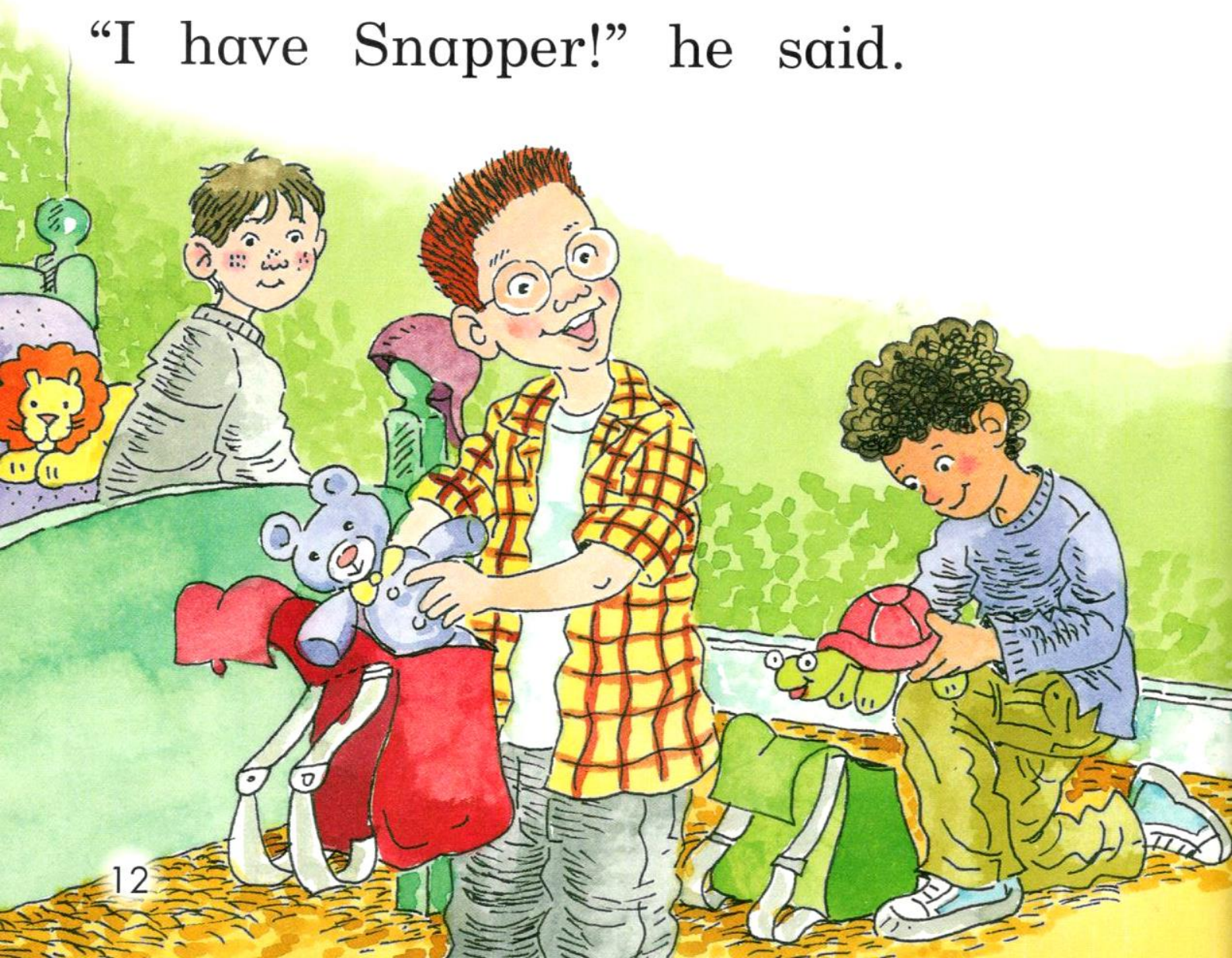


All of Jim's friends were at Matt's house.
They played games and they ate yummy snacks.
Jim was having fun.

Then it was time for bed.
All the boys went
up to Matt's room.



Dan opened his backpack
and pulled out a toy.
"Here is Teddy!" said Dan.
"I always sleep with him."
Luis opened his backpack.
"I have Snapper!" he said.



Josh had a toy, too.
"I always take Spot with me!"
he said.



"I wish I had Mugsy,"
Jim thought.

Matt said, "Jim, are you going to get ready for bed?"



"Sure," said Jim.
He opened his backpack
to look for his pajamas.



"What's this?" said Jim.
It was Mugsy!
Mugsy came to the
sleepover party after all!



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Jim was invited to a sleepover party. He was worried about staying at his friend's house and wanted to take his favorite toy Mugsy with him. Read to find out what happened.

Page	Text — *The Sleepover Party* Level H, RW: 288	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	Jim was excited because he was going to a sleepover party! But he was also a little worried. He had never stayed all night at a friend's house.								
3	All of Jim's friends were invited to the party, too. Jim said, "See you at Matt's house!" But he was still worried.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
4	Mom helped Jim pack for the party. "Here are your pajamas and your toothbrush," said Mom.								
5	Jim wasn't really listening because he was worrying. "What if I miss Mom?" he thought. "What if I can't fall asleep?"								
6	Mom held up Jim's favorite toy. "Do you want to take Mugsy with you?" Mom asked. Jim always slept with Mugsy.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7	Jim did want to bring Mugsy. But he was worried. "Mugsy is a baby toy," Jim told his mom. "I don't want my friends to laugh at me. I **can't** bring Mugsy."								
8	"That's fine," said Mom. "Get your sleeping bag. I'll zip up your backpack."								
9	"Have fun," Mom said. "I will," Jim answered. But he was still a little worried.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	All of Jim's friends were at Matt's house. They played games and they ate yummy snacks. Jim was having fun.								
11	Then it was time for bed. All the boys went up to Matt's room.								
12	Dan opened his backpack and pulled out a toy. "Here is Teddy!" said Dan. "I always sleep with him." Luis opened his backpack. "I have Snapper!" he said.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
13	Josh had a toy, too. "I always take Spot with me!" he said.								
14	"I wish I had Mugsy," Jim thought. Matt said, "Jim, are you going to get ready for bed?"								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	"Sure," said Jim. He opened his backpack to look for his pajamas.								
16	"What's this?" said Jim. It was Mugsy! Mugsy came to the sleepover party after all!								
	Subtotal								
	Total								

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Accuracy Rate	Errors	31 or more	28–30	25–27	22–24	19–21	16–18	13–15	11–12	8–10	5–7	1–4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Jim was going to his first sleepover party and he didn't know whether to take his toy. Recounts most of the important events of the story in order, such as Jim went to a sleepover party; he didn't know whether to take Mugsy; all the other boys brought their toys; Jim missed Mugsy; Jim found Mugsy in his bag. *Note any additional understandings:*	What was the problem in the story? What happened in the story? Then what happened? What was the surprise at the end?	0 1 2 3
Beyond the Text Jim was worried about being away from home for the first time. Jim was worried that the other kids would make fun of him for bringing Mugsy. Mom put Mugsy in Jim's bag. Jim was glad to see Mugsy. *Note any additional understandings:*	Talk about how Jim felt about going to the sleepover party. Why was Jim worried about taking Mugsy to the party? How did Mugsy get in Jim's bag? Why do you think his mom did that? How did Jim feel at the end of the story?	0 1 2 3

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
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- **3** Reflects **excellent** understanding of the text.

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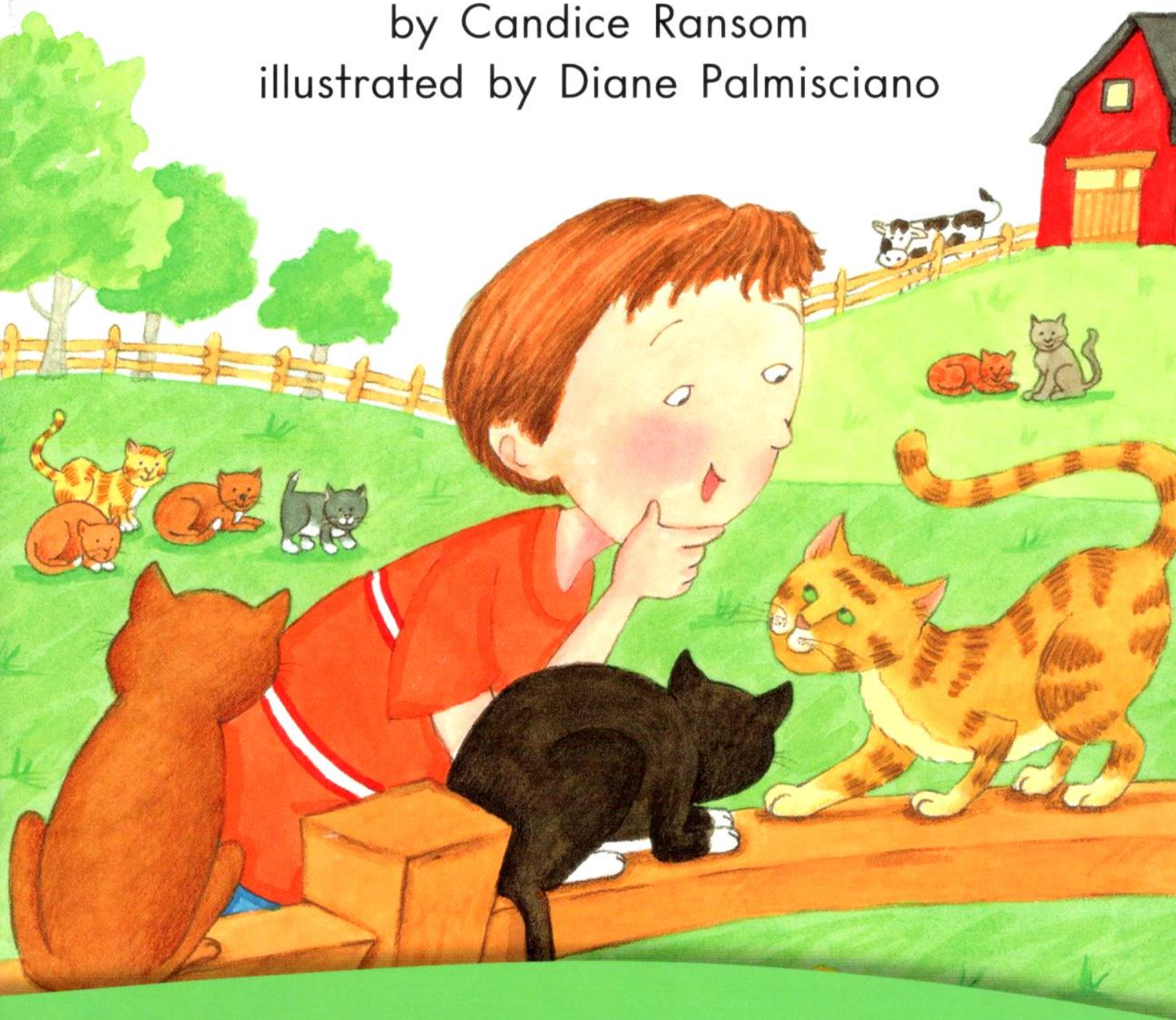
Student _____ Date _____

Write about how Jim felt about the sleepover party at the beginning of the story and how he felt at the end. You can draw a picture to go with your writing.

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The Best Cat

by Candice Ransom
illustrated by Diane Palmisciano



I

A boy named Spencer went to a farm to pick out a cat, but he had trouble finding the best cat for him. Read to find out if Spencer found the best cat for him.

RW 263
E 28

Fountas and Pinnell Benchmark Assessment System 1



Spencer wanted a cat more
than anything in the world.
He wanted a cat
that would sleep on his bed
and purr in his ear
and be his best furry friend.



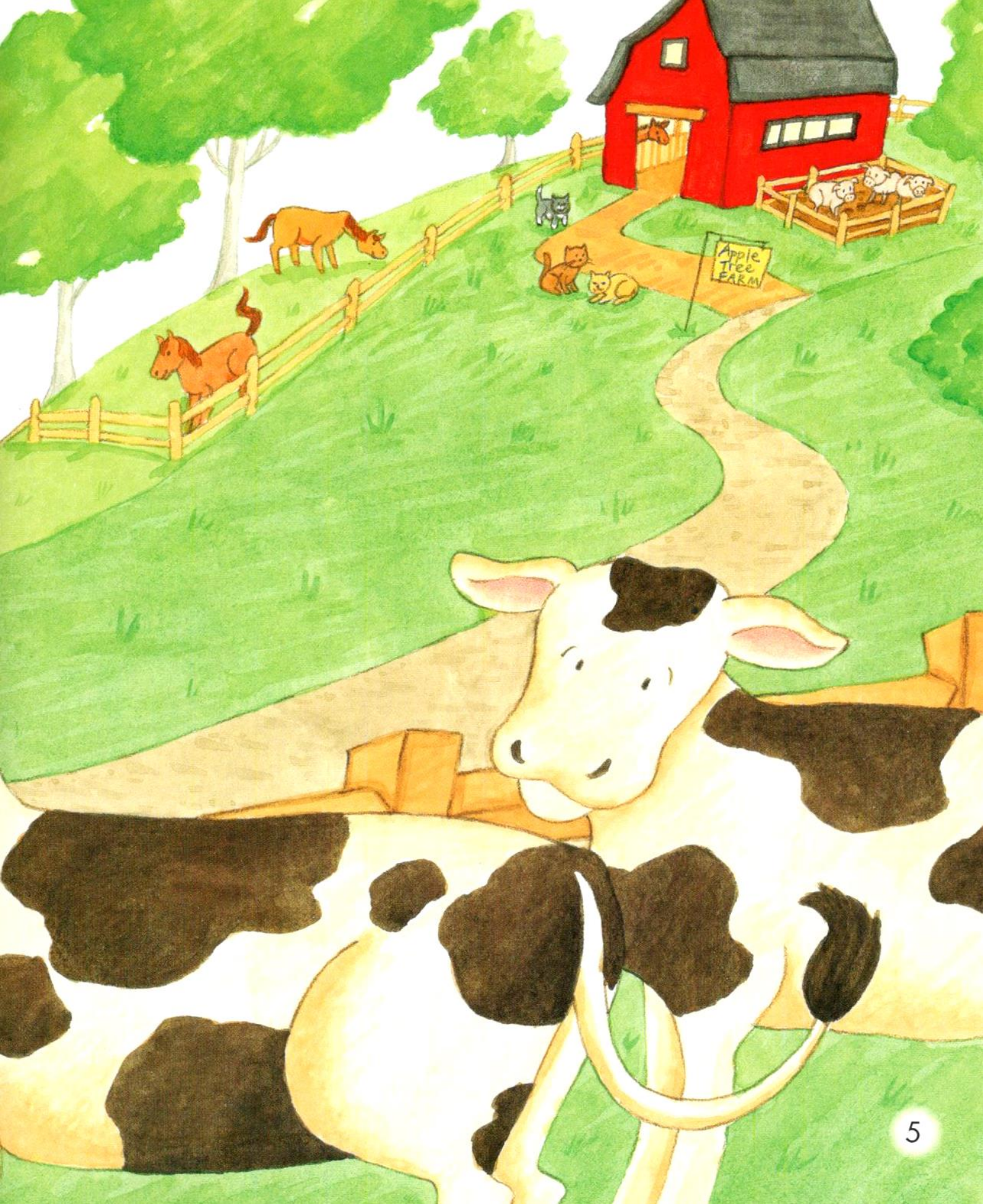
"Please, can I get a cat?"
Spencer asked.
"I **really** want one."

"Are you sure?"
his mother answered.
"It is hard work
to take care of a cat."

"I'll take good care of him,"
said Spencer. "I promise.
I'll brush him and feed him
and give him water every day."

"All right," said his mother.
"Let's go to Apple Tree Farm.
Maybe we can get a cat there."



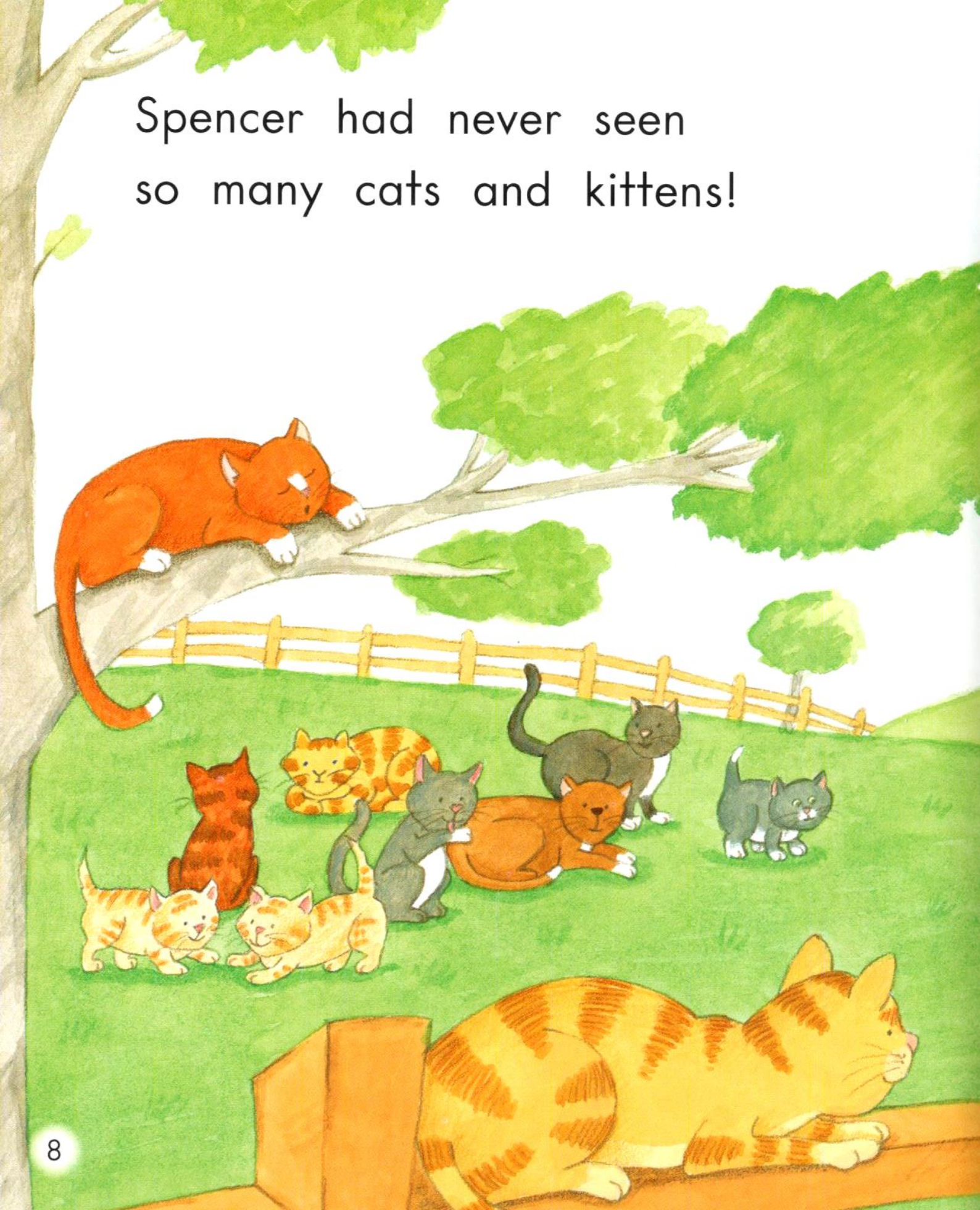

Apple Tree FARM



Spencer and his mother went
to Apple Tree Farm.
Many animals lived on the farm.
There were cows and horses
in the fields.
There was a friendly farmer.
And there were cats everywhere!

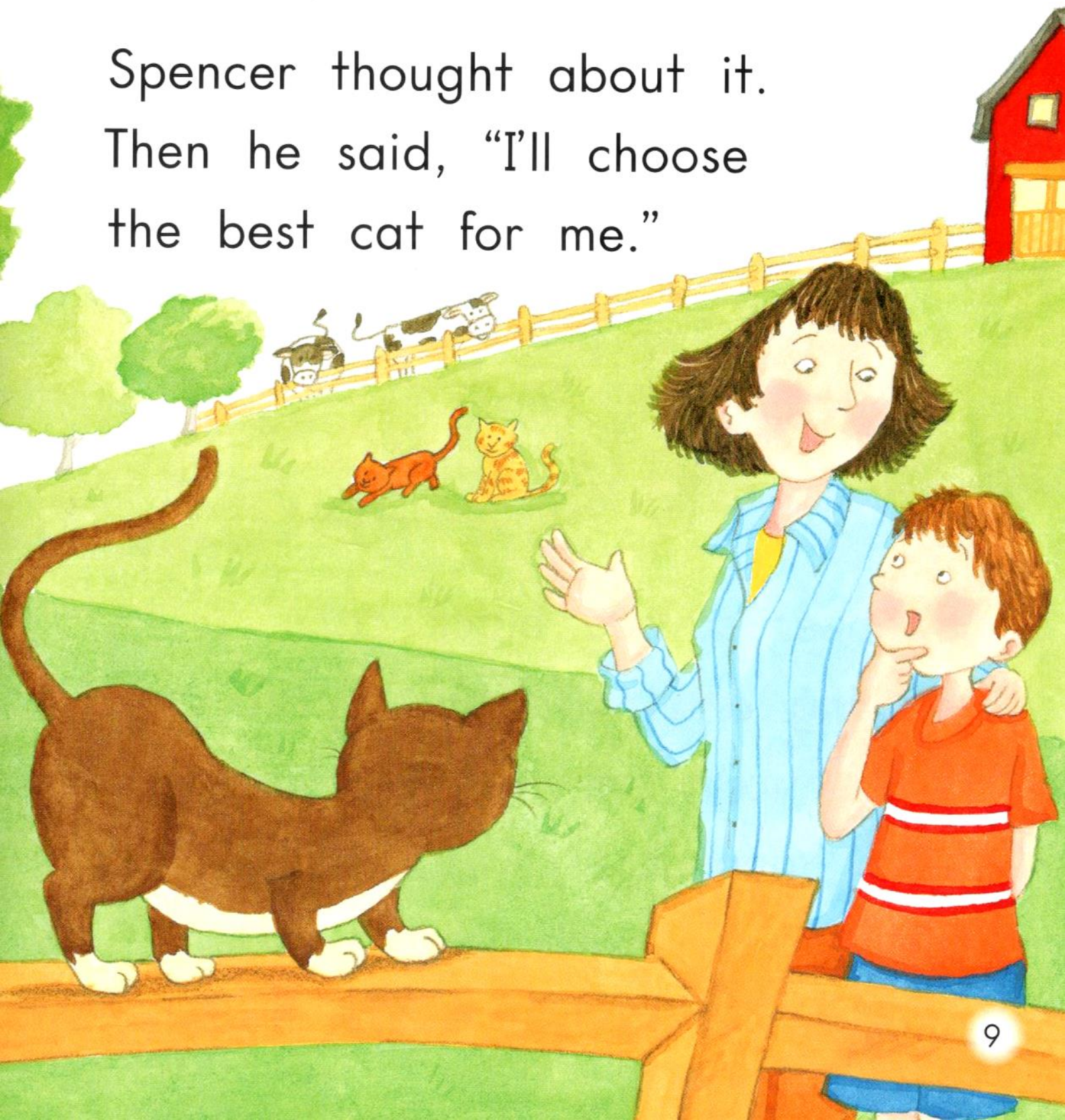


Spencer had never seen
so many cats and kittens!



"How will you choose just one?" asked Spencer's mother.

Spencer thought about it. Then he said, "I'll choose the best cat for me."



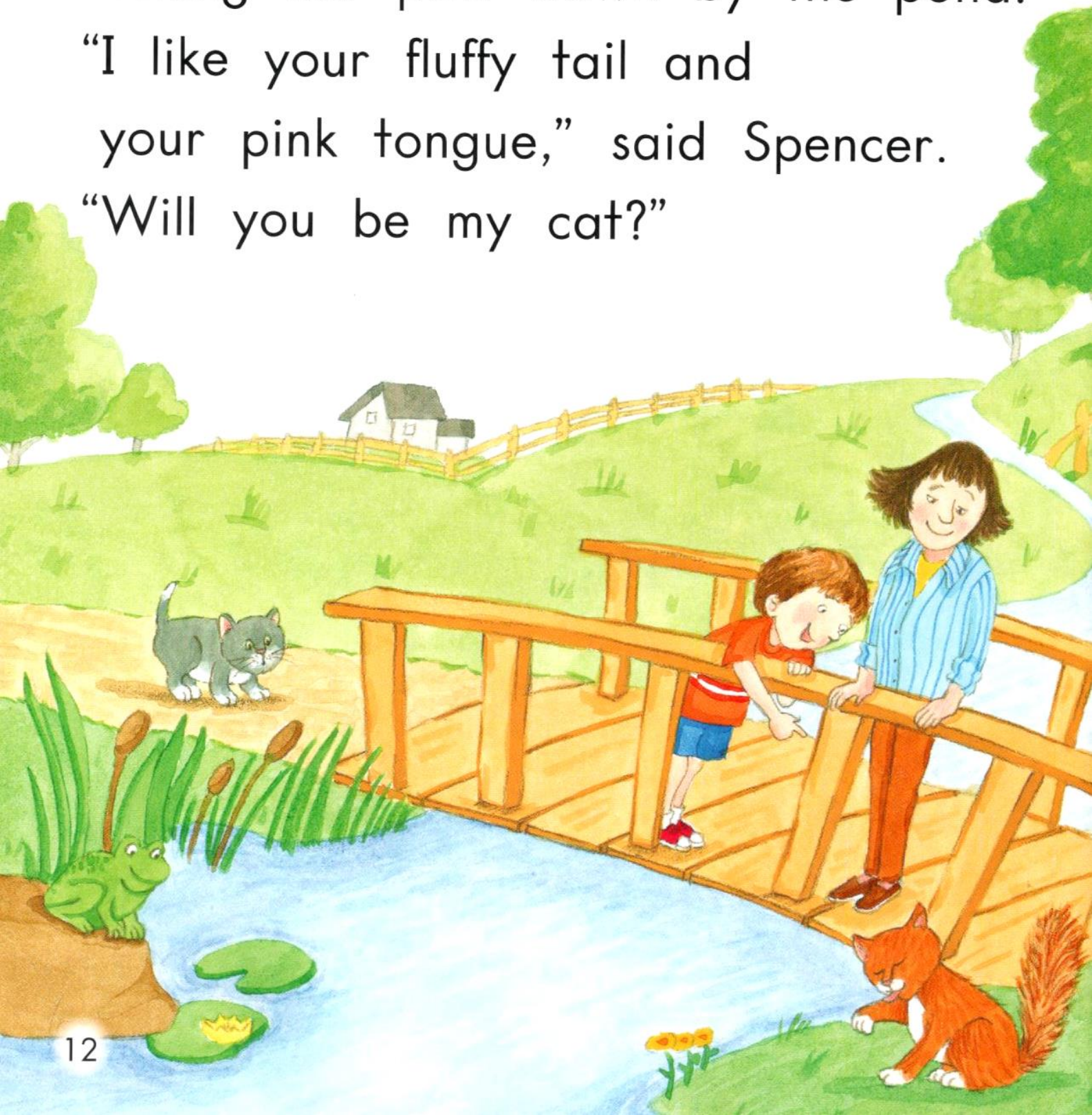


Spencer saw a black cat
playing on the straw in the barn.
"I like your shiny fur,"
said Spencer.
"Will you be my cat?"



The cat ducked under the straw.
"I guess you're not the best cat
for me," said Spencer.
"I'll look for another cat."

Spencer watched another cat
licking her paw down by the pond.
"I like your fluffy tail and
your pink tongue," said Spencer.
"Will you be my cat?"



The cat didn't even
look at Spencer.
"I can tell that you are not
the best cat for me,"
Spencer said.
"I'll look for another cat." ■





Spencer sat down
and looked around.
He was worried.
"There are so many cats.
But is there a cat for me?"
he asked.

Spencer heard a soft meow.
He looked down
and saw a tiny kitten
looking back at him.
The kitten put her paw
on Spencer's leg.
She purred and purred.



Spencer didn't choose a cat after all.

A cat chose Spencer!

And she was the **best** cat for him.



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: A boy named Spencer went to a farm to pick out a cat, but he had trouble finding the best cat. Read to find out if Spencer found the best cat for him.

Page	Text *The Best Cat* Level I, RW: 263	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	Spencer wanted a cat more than anything in the world. He wanted a cat that would sleep on his bed and purr in his ear and be his best furry friend.								
3	"Please, can I get a cat?" Spencer asked. "I **really** want one." "Are you sure?" his mother answered.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 *cont.*	"It is hard work to take care of a cat."								
4	"I'll take good care of him," said Spencer. "I promise. I'll brush him and feed him and give him water every day." "All right," said his mother. "Let's go to Apple Tree Farm. Maybe we can get a cat there."								
6	Spencer and his mother went to Apple Tree Farm. Many animals lived on the farm. There were cows and horses in the fields.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 *cont.*	There was a friendly farmer. And there were cats everywhere!								
8	Spencer had never seen so many cats and kittens!								
9	"How will you choose just one?" asked Spencer's mother. Spencer thought about it. Then he said, "I'll choose the best cat for me."								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
10	Spencer saw a black cat playing on the straw in the barn. "I like your shiny fur," said Spencer. "Will you be my cat?"								
11	The cat ducked under the straw. "I guess you're not the best cat for me," said Spencer. "I'll look for another cat."								
12	Spencer watched another cat licking her paw down by the pond. "I like your fluffy tail and								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 *cont.*	your pink tongue," said Spencer. "Will you be my cat?"								
13	The cat didn't even look at Spencer. "I can tell that you are not the best cat for me," Spencer said. "I'll look for another cat."								
	Subtotal								
	Total								

Have the student finish reading the book silently.

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Accuracy Rate	Errors	28 or more	25–27	23–24	20–22	18–19	15–17	12–14	10–11	7–9	4–6	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score	0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text		
Spencer went to a farm to get a cat but he could not find one. Finally, he did find a cat.	What was the problem in the story?	0 1 2 3
Recounts some essential information from the text, such as: the boy went to the farm to choose a cat; something was wrong with all the cats he saw; finally, a little cat chose him.	How was Spencer's problem solved? Tell what the boy did to find the best cat for him.	
Note any additional understandings:		
Beyond the Text		
Spencer really wanted a cat because (gives a plausible reason).	Tell why you think Spencer wanted a cat (or what kind of cat the boy really wanted).	0 1 2 3
Spencer was disappointed (or sad) when none of the cats at the farm were the right cat.	Tell how Spencer felt when he couldn't find a cat (or how he felt at the end).	
The little cat wanted a home and the cat really chose the boy.	Why do you think the little cat was the best cat for Spencer?	
Spencer was glad the cat chose him.	How did Spencer feel at the end?	
It would be a good way to get a cat because (gives a plausible reason).	Do you think this was a good way for Spencer to find a cat? Why?	
Note any additional understandings:		

Guide to Total Score

- **6–7 Excellent** Comprehension
- **5 Satisfactory** Comprehension
- **4 Limited** Comprehension
- **0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
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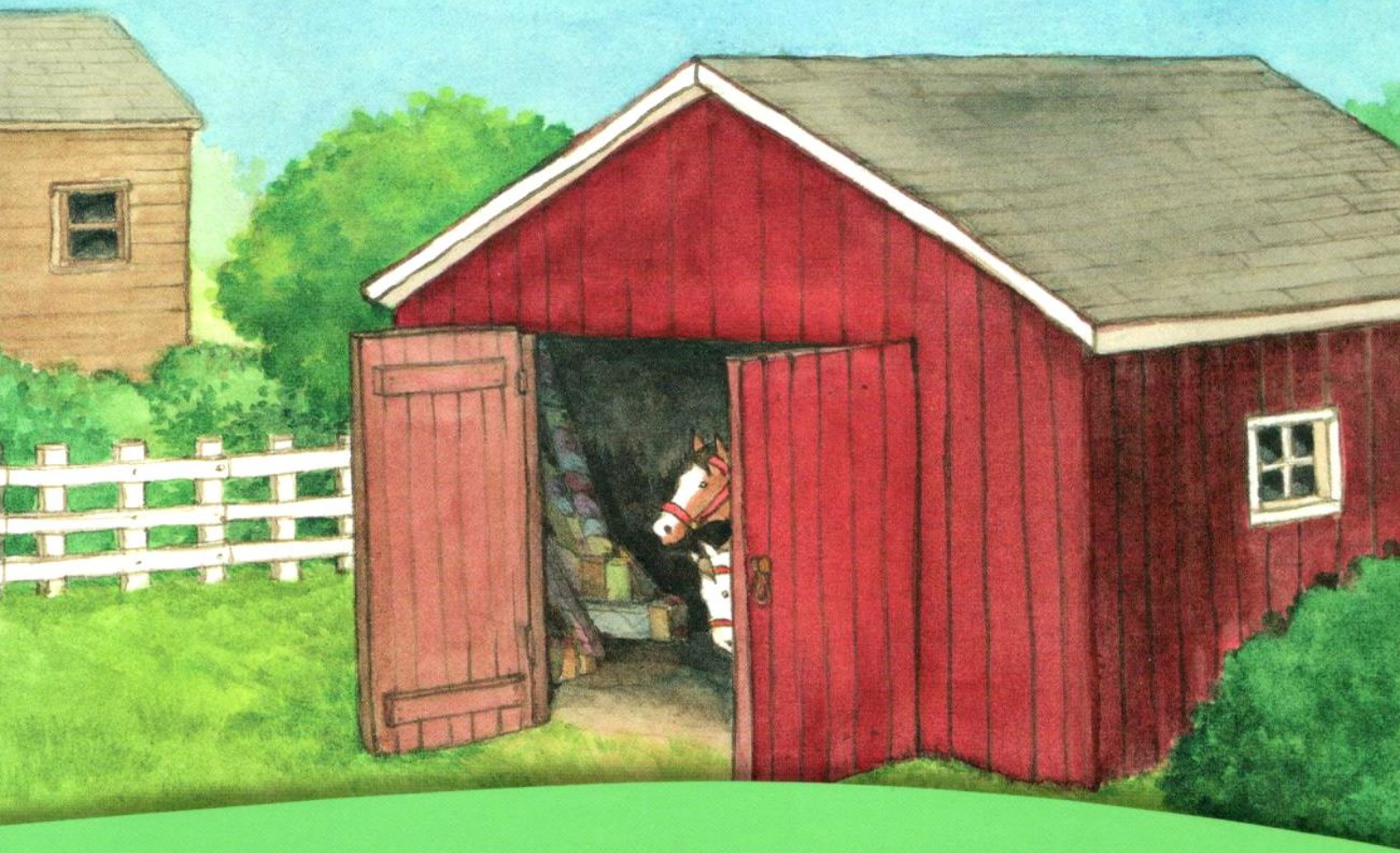
Student _____ Date _____

Write about Spencer and how he found the best cat. You can draw a picture to go with your writing.

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Our New Neighbors

by Judith Zorfass
illustrated by Capucine Mazille



J

Ben's family and the other families on the street got a note from their new neighbors. In the note their new neighbors invited them to see their surprise horses. Read to find out what kind of horses they were.

RW 224
E 24

Fountas and Pinnell Benchmark Assessment System 1

On Saturday morning, Ben saw an envelope on the front steps.

"Mom, Dad, Polly!" he called. "Look what I found!"



Dad read the note that was inside.



"Horses?" Everyone looked at one another.

"Horses on our street?" asked Dad.

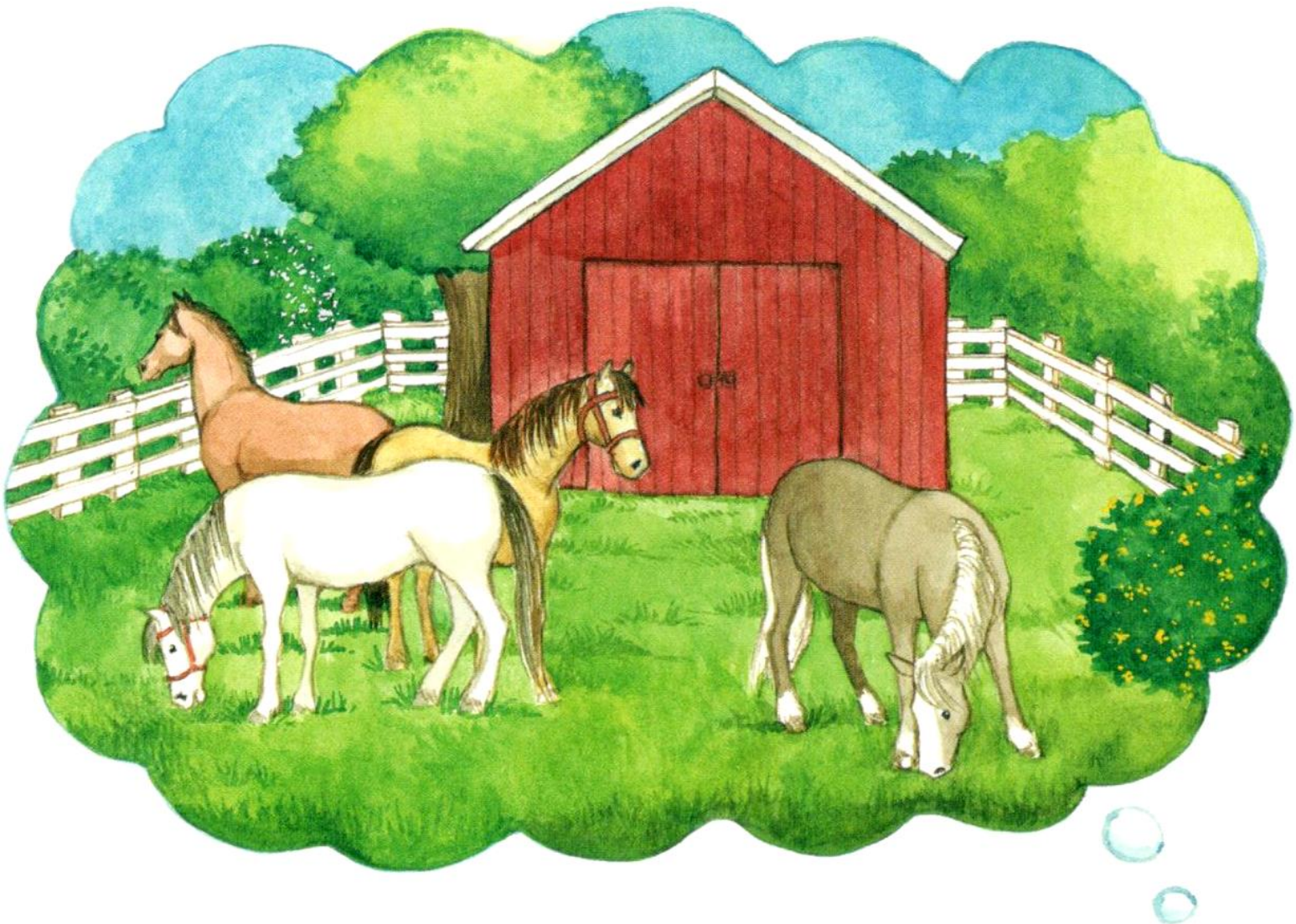


"I hope they're ponies," said Ben. "When we have birthday parties, we can have pony rides."

"I hope they're big white horses," said Polly. "Maybe they'll give us a ride."



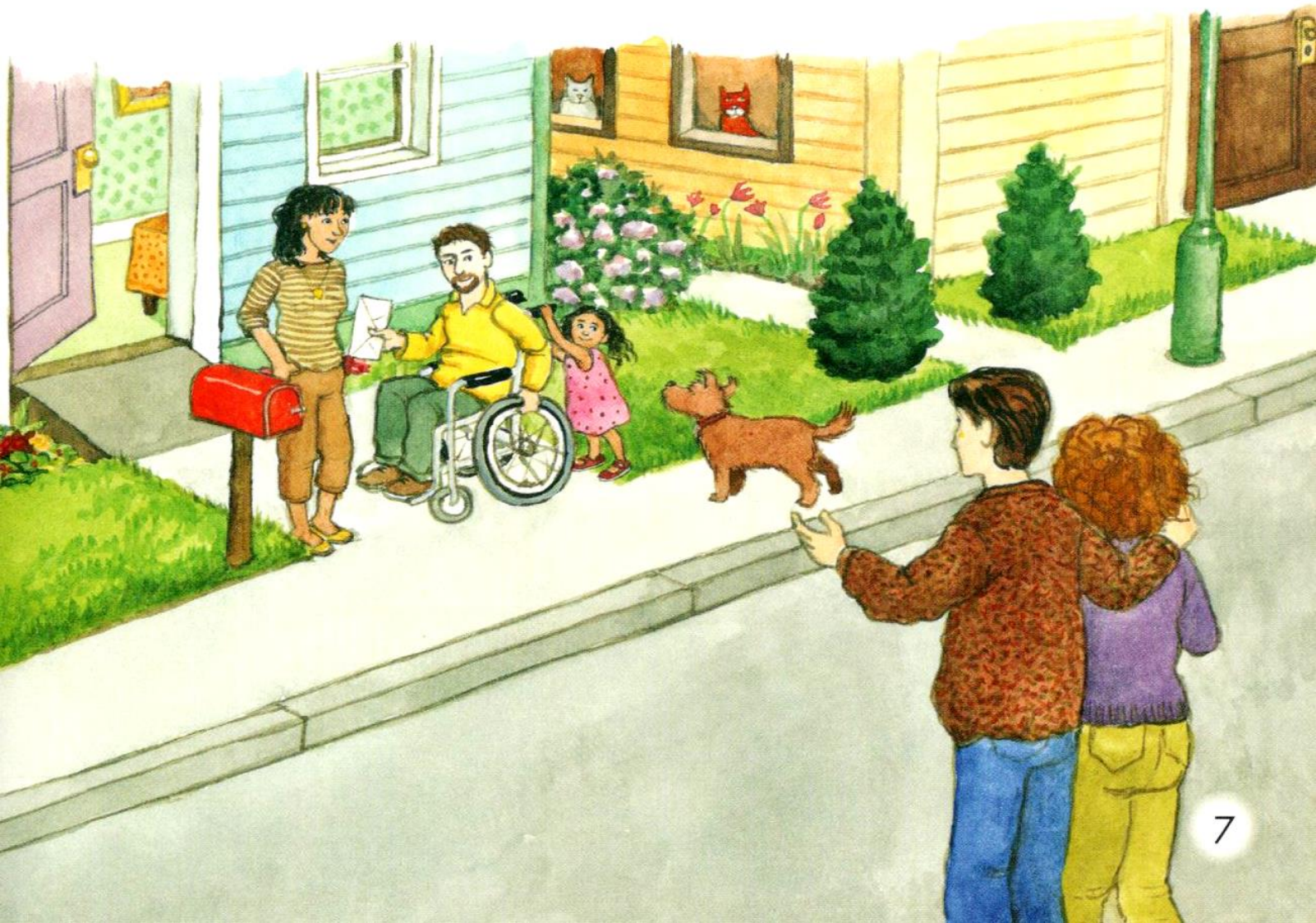
"Well," said Mom, "that house on the corner is just right for horses. It has a big yard. And there's that red barn in back."



"Look," said Ben. "The neighbors are reading a note, too!"

Mom and Dad called across the street.

"Did you get the note about the horses?" Dad asked.



"What do you think it's all about?" Mom asked the neighbor.

"I don't know," he said. "I don't think that barn is big enough for horses."



Another neighbor popped her head over the fence. "I can tell you something else," she said. "Every day when I pass that house, I hear loud noises, like someone is hammering."

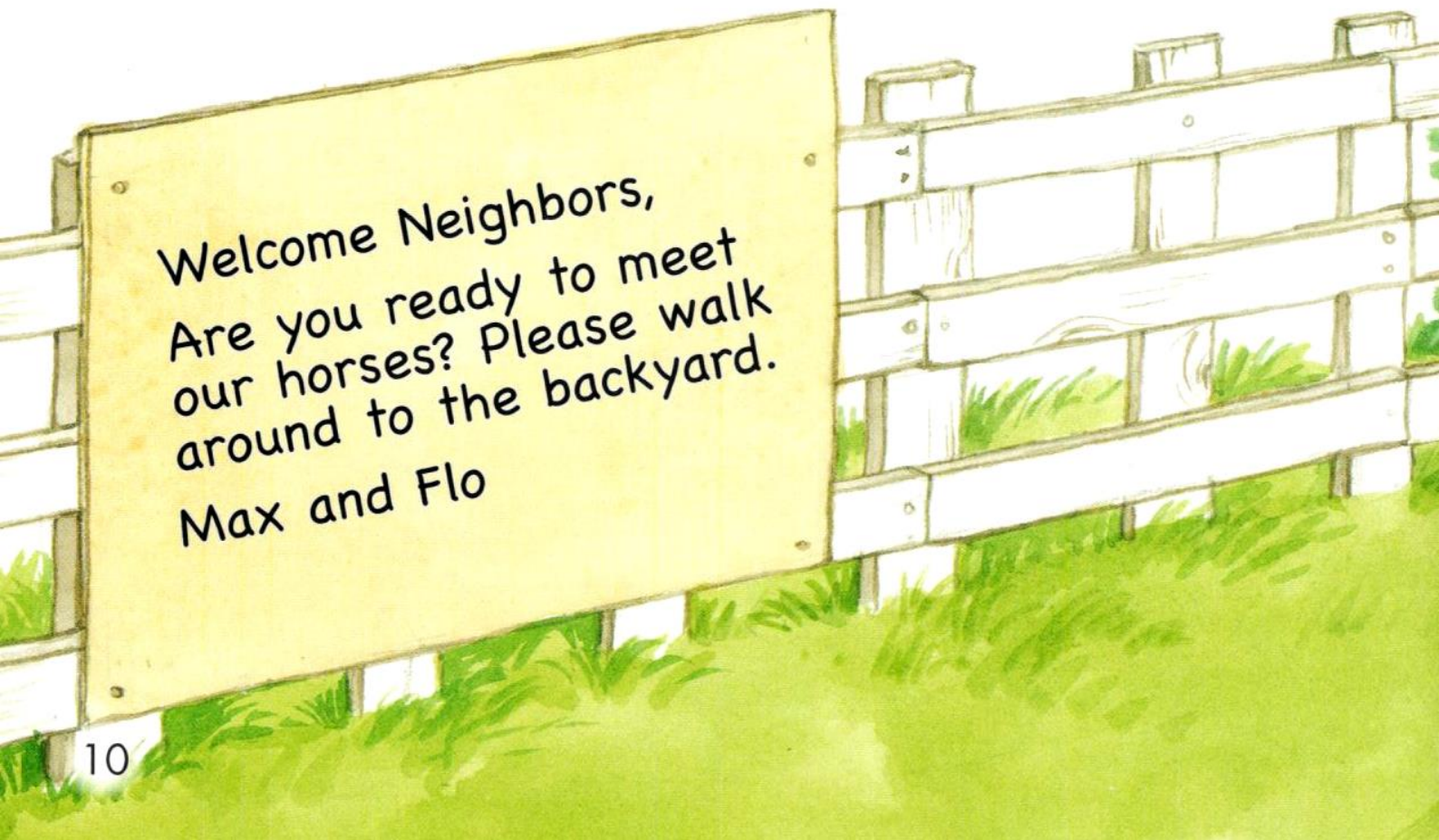
All the neighbors were excited about the mystery. ■



On Saturday morning, everyone walked to the house on the corner. Ben pointed to a sign on the fence.

"What does it say?" Ben asked.

Polly read it to him.



They walked around to the back. They saw all the neighbors standing in front of the barn. In the middle were a man and a woman.



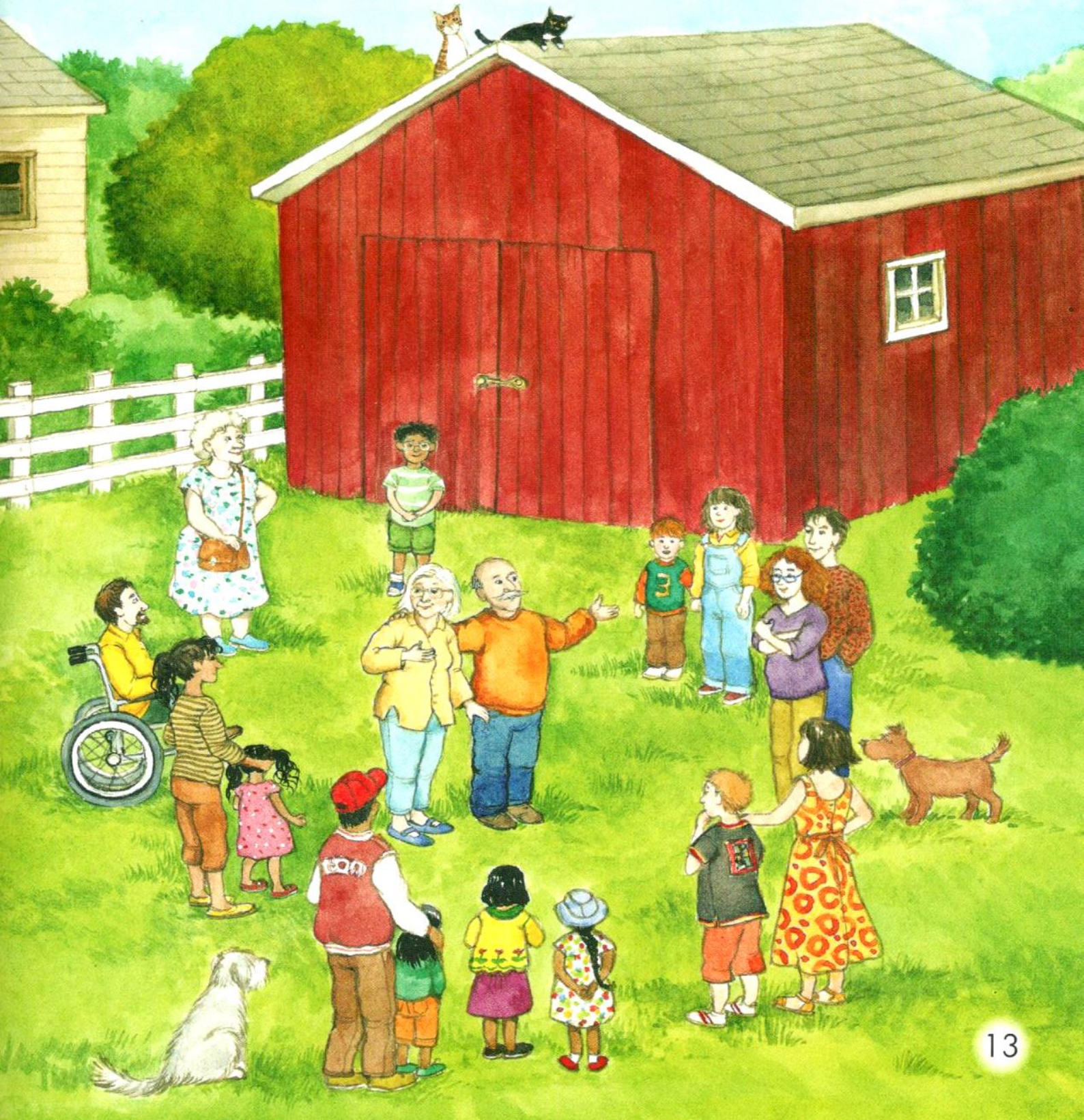
"Good morning, everyone. I'm Max," said the man.

"And I'm Flo," said the woman. "We're so very glad to meet our neighbors. I guess you've been wondering about our horses," she added.

Ben piped up, "We sure have!"

Flo grinned. "Well, our four horses are in the barn, ready to meet you."

Max swung the barn doors open.

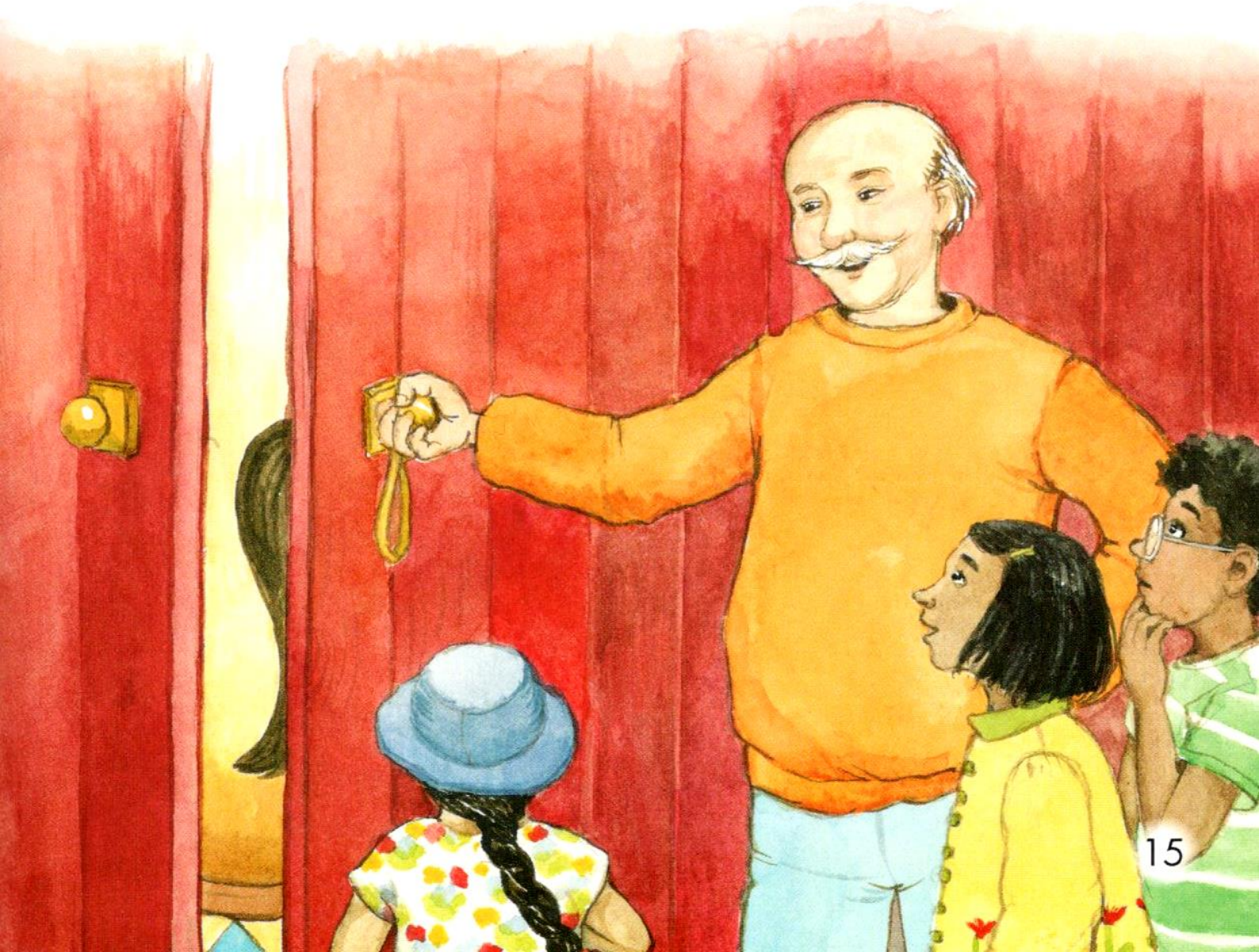


Flo turned on the lights. Music began to play.

The neighbors leaned in for a closer look.

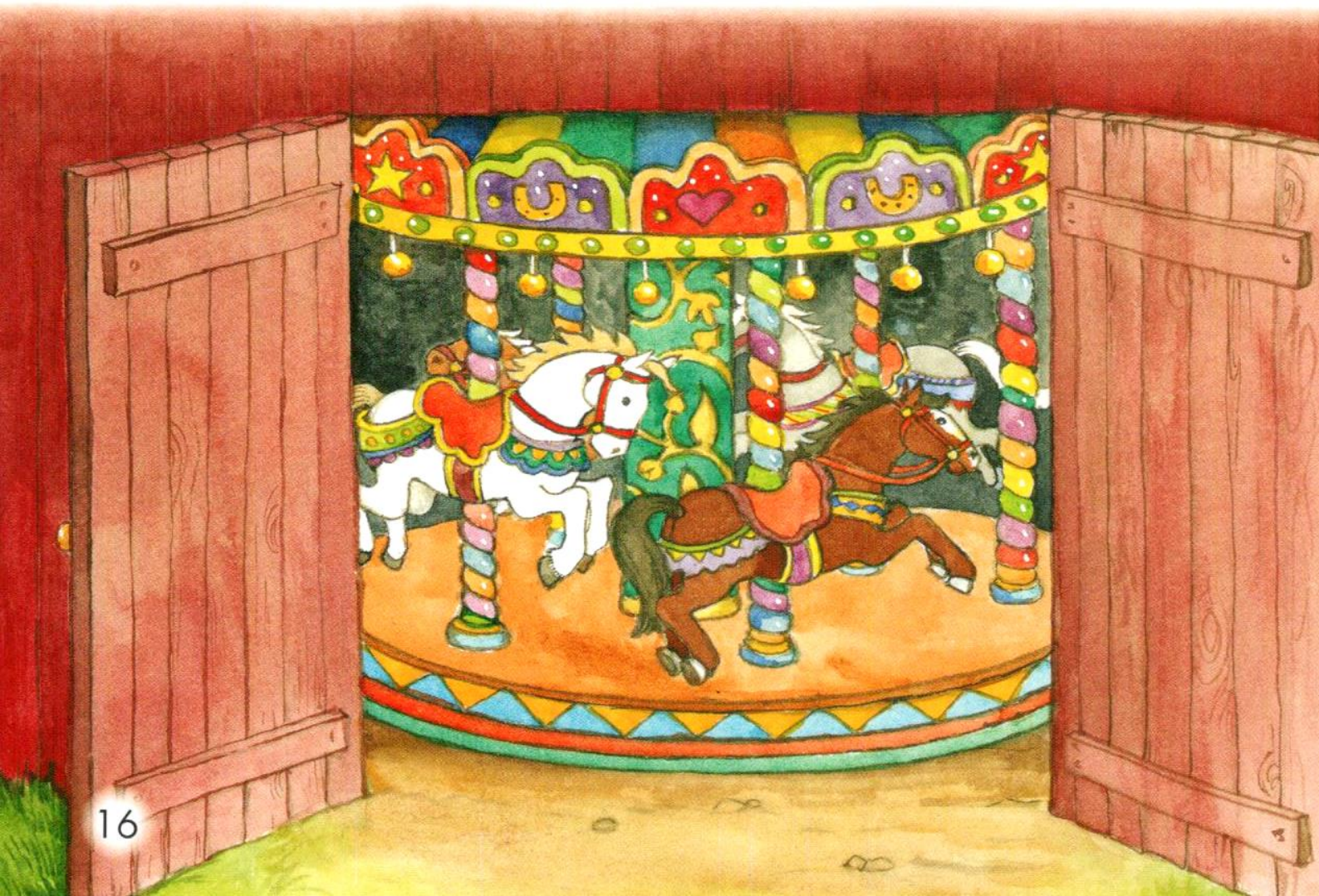


Two horses went up. Two horses went down. All four horses went around and around.



"It's a merry-go-round!" cried Ben.

"We found this merry-go-round in the barn," said Max. "Flo and I have been fixing it up as a surprise for our new neighbors. Now, who wants to take a ride?"



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Ben's family and the other families on the street got a note from their new neighbors. In the note their new neighbors invited them to see their surprise horses. Read to find out what kind of horses they were.

Sources of Information Used

Page	**Start Time** ____ **min.** ____ **sec.** *Our New Neighbors* Level J, RW: 224	E	SC	E			SC		
				M	S	V	M	S	V
2	On Saturday morning, Ben saw an envelope on the front steps. "Mom, Dad, Polly!" he called. "Look what I found!"								
3	Dad read the note that was inside. Hello Neighbors, We just moved into the big house on the corner. Please come to a party next Saturday at 10								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 *cont.*	o'clock. We want to meet you and we want you to meet our horses. Max and Flo								
4	"Horses?" Everyone looked at one another. "Horses on our street?" asked Dad.								
5	"I hope they're ponies," said Ben. "When we have birthday parties, we can have pony rides." "I hope they're big white horses," said Polly. "Maybe they'll give us a ride."								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	"Well," said Mom, "that house on the corner is just right for horses. It has a big yard. And there's that red barn in back."								
7	"Look," said Ben. "The neighbors are reading a note, too!" Mom and Dad called across the street. "Did you get the note about the horses?" Dad asked.								
8	"What do you think it's all about?" Mom asked the neighbor.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8 *cont.*	"I don't know," he said. "I don't think that barn is big enough for horses."								
9	Another neighbor popped her head over the fence. "I can tell you something else," she said. "Every day when I pass that house, I hear loud noises, like someone is hammering." All the neighbors were excited about the mystery.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	Errors	24 or more	22–23	20–21	17–19	15–16	13–14	11–12	8–10	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio

(E + SC) ÷ SC = 1: ____

Fluency Score

0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
13,440 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Recounts most of the important events such as: the new neighbors invited everyone to see their horses; everyone was asking what kind of horses the neighbors had; the horses turned out to be a merry-go-round (or carousel). *Note any additional understandings:*	What was the mystery in the story? What did the new neighbors do to get everyone interested in their horses? What happened when people got the note? What happened at the end?	0 1 2 3
Beyond the Text The new neighbors wanted to surprise everyone so they kept the horses a secret. Everyone was wondering about the horses and imagining the kinds of horses they were. Clues before the last page are: "loud hammering noises," "music playing," "two horses going up and two going down," "four horses going around and around." *Note any additional understandings:*	Why did the new neighbors keep the horses a secret? What were the people in the neighborhood thinking about the horses? There were a few clues that might have helped you guess what kind of horses were in the barn. Can you think of any?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Guide to Total Score

6–7 **Excellent** Comprehension
5 **Satisfactory** Comprehension
4 **Limited** Comprehension
0–3 **Unsatisfactory** Comprehension

Subtotal Score: _____/6__

Add 1 for any additional understandings: _____/1__

Total Score: _____/7__

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

0 Reflects **no** understanding of the text.
1 Reflects **very limited** understanding of the text.
2 Reflects **partial** understanding of the text.
3 Reflects **excellent** understanding of the text.

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Student _____ Date _____

Write about the horses and how the new neighbors made them a surprise for everyone. You can draw a picture to go with your writing.

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Edwin's Haircut

by Susan McCloskey
illustrated by R. W. Alley



K

Edwin's hair was so long that he looked like his dog Ruff. His mom and dad gave him a haircut, and it was so bad he had to wear a wig hat. Read to find out what happened.

RW 234
E 25

Fountas and Pinnell Benchmark Assessment System 1



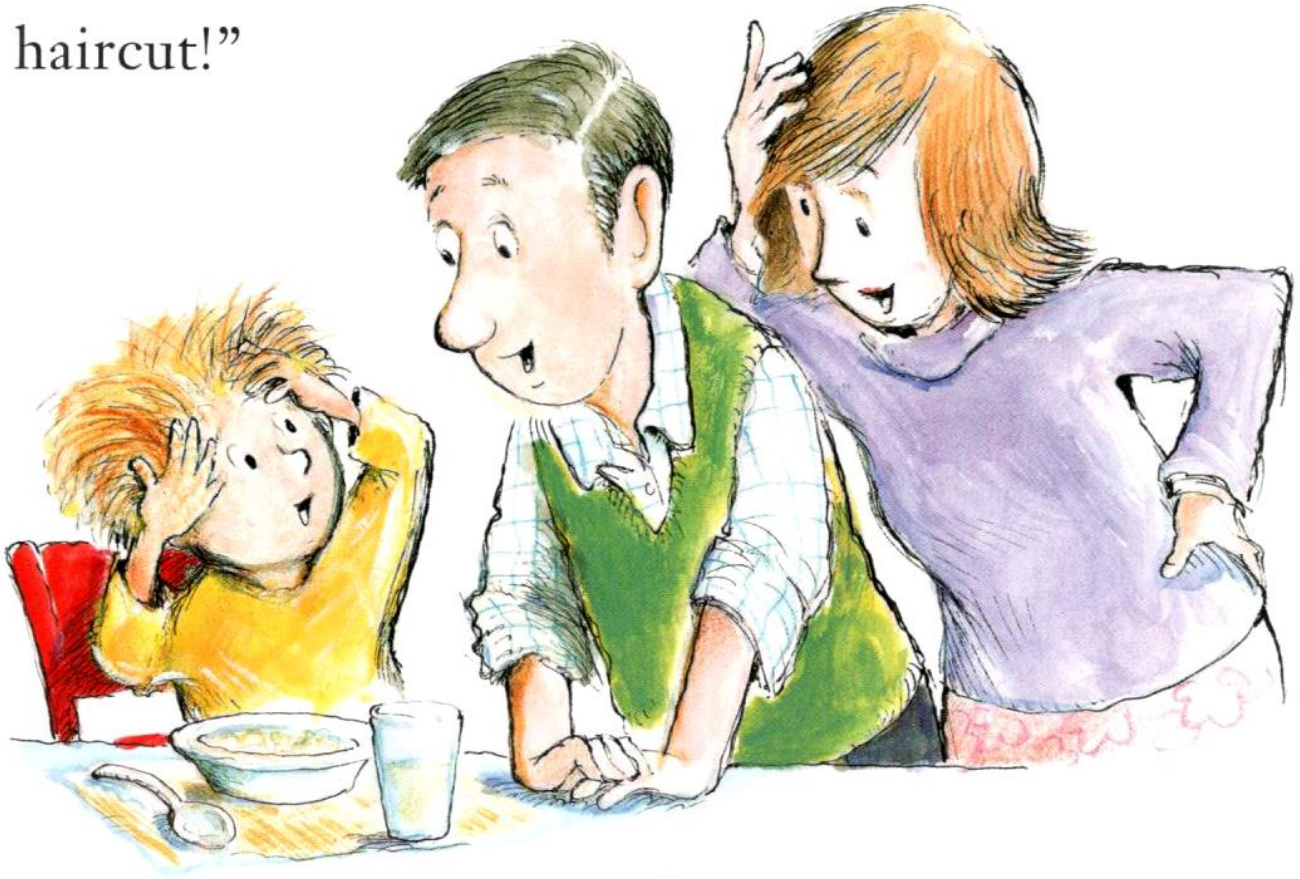
"Good morning, Edwin," Dad said. He was talking to Edwin's dog, Ruff.

Then he turned to Edwin. "Good morning, Ruff," he said to his shaggy son.

He could tell that his dad was only joking, but Edwin did not laugh or smile. Instead, he pushed his hair off his face and said, "I'm not Ruff. I'm EDWIN! See? Ruff is the one with the tail."

"Why, I think you are right," answered Dad. "I don't know how I could have mixed you up with Ruff."

"**I** know how," said Mom. "It's time for a haircut!"





Mom put some newspapers on the floor and sat Edwin in a chair. Then she was ready to cut Edwin's hair.



Snip! Mom took a little off the top.

Snip! She took some off the back.

Then she cut a lot off the sides.

"It doesn't look right," said Dad. "One side is too long. Let me try."

Snip! went Dad.



"Now the other side is too long," Mom complained. "Let's see if I can fix it."

Snip! Snip!

"It's still not right," said Dad. "Let me take a bit more off this side."

Edwin's mom and dad took turns snipping and trimming, but the more they snipped, the worse things got. Edwin's hair got more and more crooked.

"We'd better quit," said Mom.

Dad agreed. "If we don't, he's not going to have any hair left!" he said. ■



"Oh, no!" cried Edwin when he saw himself. "My friends will laugh at me! Are there wigs for kids with bad haircuts?"





Then Edwin remembered something.

"Mom, remember that wig you showed me one time?"

"Oh, that old thing!" Mom said. She went to her closet and dug deep until she got all the way to the back. Finally she pulled out a box and opened it.

"What's that?" Dad asked. "A stuffed animal?"

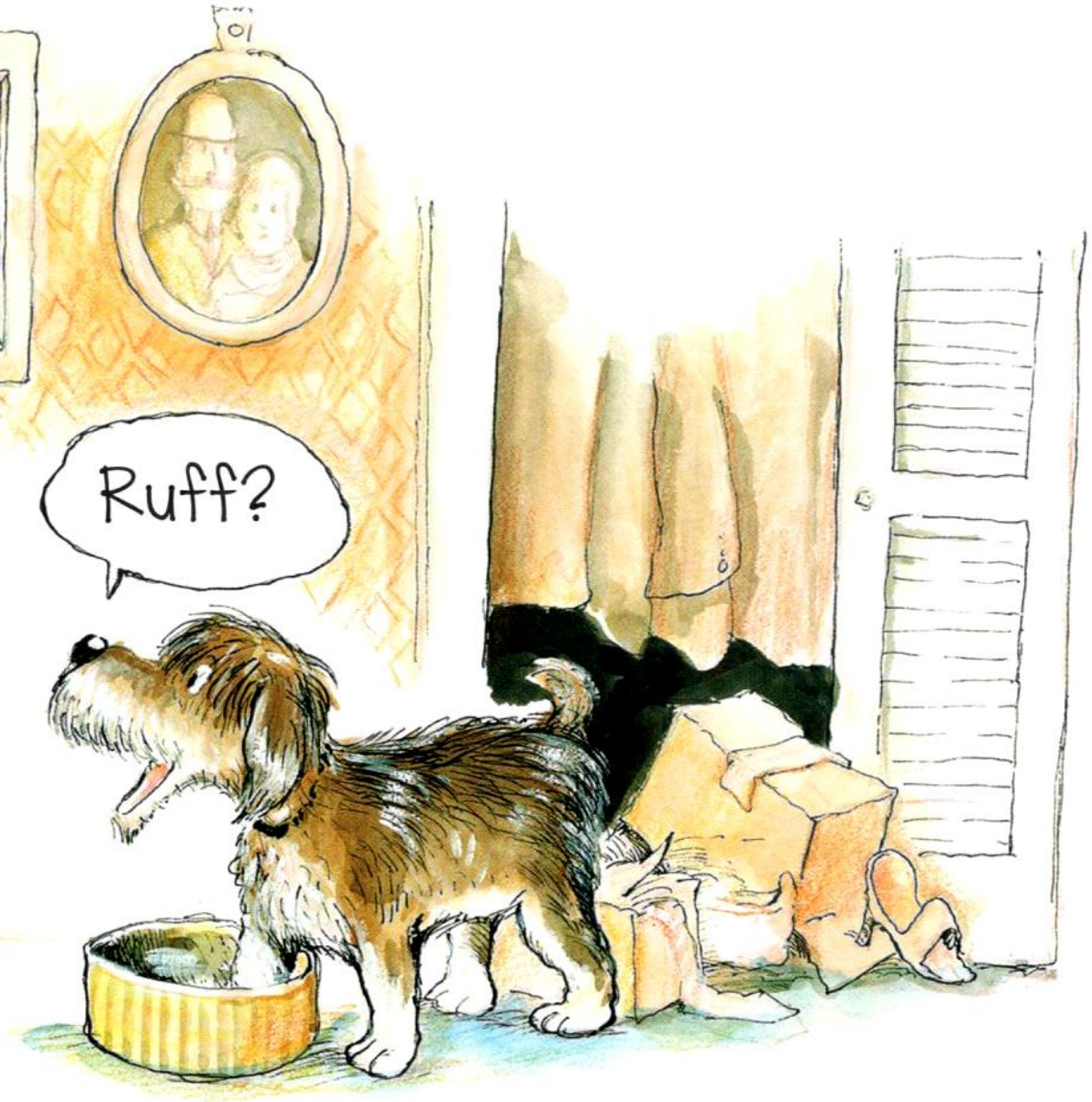
"It's a wig hat," Mom explained. "A hat that looks like a hat and hair. I wore it one winter when I was a kid."



"It's cool!" said Edwin. "It looks almost like my own hair! I can wear it until my hair grows out!"

"Really?" said Mom.

"Are you sure?" asked Dad.

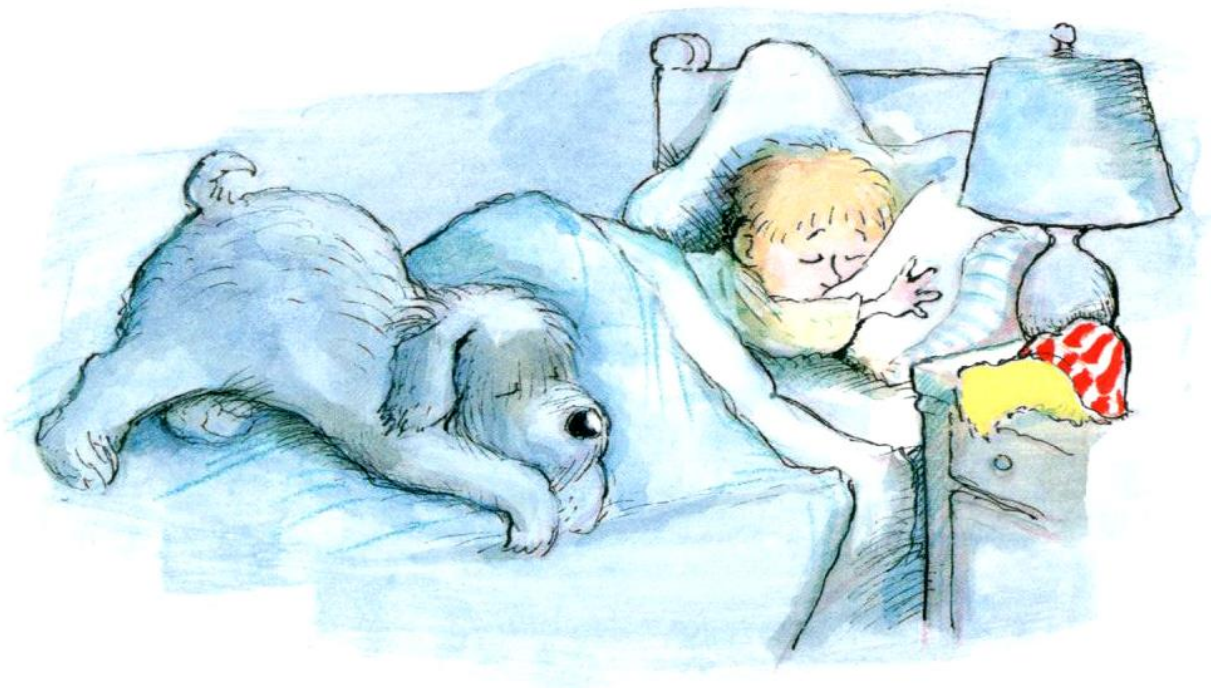






For a long time, Edwin wore his wig hat everywhere. He wore it to the mall. He wore it to visit friends. He wore it out to eat. He even wore it bike riding!





"At least he doesn't wear it to bed!" said Dad.



But one morning, Edwin appeared at breakfast without his wig hat. Finally, his hair had grown out. In fact, it had grown TOO much!

When Dad came down, he said to Ruff, "Good morning, Edwin." Then he said to Edwin, "Good morning, Ruff."

Edwin pushed his hair back. "I'm not Ruff," he said. "I'm EDWIN! See?"

"Time for a haircut!" said Mom.





"Okay," said Edwin. "But this time, I get to pick the barber!"

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Edwin's hair was so long that he looked like his dog Ruff. His mom and dad gave him a haircut, and it was so bad he had to wear a wig hat. Read to find out what happened.

Page	**Start Time ____ min. ____ sec.** *Edwin's Haircut* Level K, RW: 234	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	"Good morning, Edwin," Dad said. He was talking to Edwin's dog, Ruff. Then he turned to Edwin. "Good morning, Ruff," he said to his shaggy son.								
3	He could tell that his dad was only joking, but Edwin did not laugh or smile. Instead, he pushed his hair off his face and said, "I'm not Ruff. I'm EDWIN! See? Ruff is the one with the tail."								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 *cont.*	"Why, I think you are right," answered Dad. "I don't know how I could have mixed you up with Ruff." "**I** know how," said Mom. "It's time for a haircut!"								
4	Mom put some newspapers on the floor and sat Edwin in a chair. Then she was ready to cut Edwin's hair.								
5	Snip! Mom took a little off the top. Snip! She took some off the back. Then she cut a lot off the sides. "It doesn't look right," said Dad. "One side is too long. Let me try." Snip! went Dad.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	"Now the other side is too long," Mom complained. "Let's see if I can fix it." Snip! Snip! "It's still not right," said Dad. "Let me take a bit more off this side."								
7	Edwin's mom and dad took turns snipping and trimming, but the more they snipped, the worse things got. Edwin's hair got more and more crooked. "We'd better quit," said Mom. Dad agreed. "If we don't, he's not going to have any hair left!" he said.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	Errors	25 or more	23–24	20–22	18–19	16–17	13–15	11–12	9–10	6–8	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	(E + SC) ÷ SC = 1: ____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Edwin got a terrible haircut and had to wear a wig hat (or wig) all of the time. Recounts most of the important events such as: Edwin needed a haircut so his mom and dad gave him one; his hair looked awful; he had to wear a wig hat everywhere; his hair grew out again but he wouldn't let his mom cut it; he said that next time he would pick the barber to give him his haircut. *Note any additional understandings:*	What was the problem in this story? How did Edwin and his parents solve the problem? What happened at the end?	0 1 2 3
Beyond the Text Edwin hated his haircut. It was so bad that he was embarrassed to go to school. Edwin didn't care if other kids teased him about his wig hat. He just went on and did everything he always did. Edwin stuck up for himself in the end when he said he would pick the barber next time. The beginning and ending of the story were alike because he needed a haircut, but in the end Edwin changed his mind about who should cut his hair. *Note any additional understandings:*	How do you think Edwin felt when he first looked at himself with his new haircut? What kind of kid was Edwin? What was he like? What makes you think that? Edwin acted differently at the end of the story than he did at the beginning. What did he do that was different? How were the beginning and ending parts of this story alike? How were they different?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Guide to Total Score

6–7 **Excellent** Comprehension
5 **Satisfactory** Comprehension
4 **Limited** Comprehension
0–3 **Unsatisfactory** Comprehension

Subtotal Score: _____/6__

Add 1 for any additional understandings: _____/1__

Total Score: _____/7__

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

0 Reflects **no** understanding of the text.
1 Reflects **very limited** understanding of the text.
2 Reflects **partial** understanding of the text.
3 Reflects **excellent** understanding of the text.

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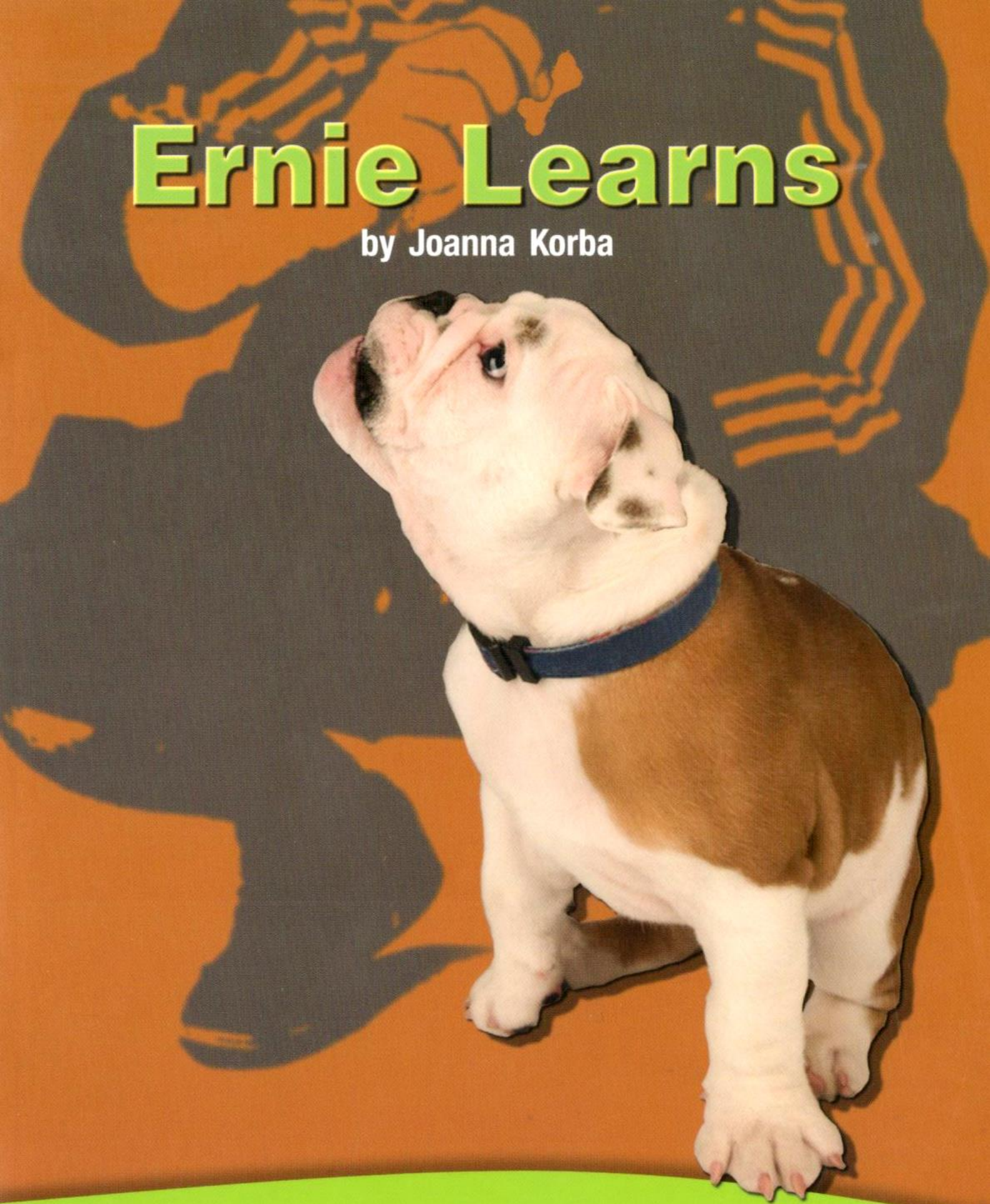
Student _____ Date _____

At the end of the story, Edwin decided to have his hair cut by a barber. Do you think this was a good idea? Write about why or why not. You can draw a picture to go with your writing.

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Ernie Learns

by Joanna Korba



L

Brett was trying to train his puppy, Ernie, to obey him. Read to find out about the problems Brett had trying to teach Ernie.



Ernie Learns

by Joanna Korba

Brett patted his puppy on the head, saying, "Today's the big day, Ernie. Today you're going to learn how to be a good dog."

Ernie gave a happy bark.

"Okay, let's get started," Brett said. He searched his memory for the instructions he had been reading in a book about dog training. He recalled two important things. One—you have to tell your dog what to do. Two—you also have to show your

dog what to do. He tried to remember more and then decided to start. Maybe that was all.

"Sit, Ernie!" Brett said.

He nudged the puppy, and the little dog sat.

Then Brett made another attempt. But Ernie just looked at him. Then Brett showed the puppy over and over how to sit. Again, Ernie forgot what to do.

"Maybe you don't like sitting," Brett said. "Let's try something new." He backed away from his dog. "Stay!" he said.

Ernie didn't stay. He didn't lie

down. And he didn't come when he was called.

Brett's mom was watching from the porch. Brett yelled, "Mom, why can't I teach Ernie anything?"

"I think you forgot an important step," Mom said. She held out some puppy treats. "You have to make him want to be good! Watch for him to do something right. Then praise him and reward him. That's how Dad and I get you to be good!" ■

Brett grinned and said, "Aw, you know I'd be good anyway!" Mom laughed. "Puppies and people aren't all that different,"

she said. "Give it a try."

Brett grabbed a puppy treat.

"Sit, Ernie!" he said. He nudged Ernie, and Ernie sat.

"Good dog!" Brett said. He gave Ernie a treat. Ernie wagged his tail twice as hard as before.

Very soon, Ernie was sitting and staying for Brett.

"Great work, you two!" Mom said. "Now it's time for your treat, Brett!" She held out a big cookie.

Brett gave her a happy bark.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Brett was trying to train his puppy Ernie to obey him. Read to find out about the problems Brett had trying to teach Ernie.

Sources of Information Used

Page	**Start Time** ____ **min.** ____ **sec.** *Ernie Learns* Level L, RW: 231	E	SC	E			SC		
				M	S	V	M	S	V
1	Brett patted his puppy on the head, saying, "Today's the big day, Ernie. Today you're going to learn how to be a good dog." Ernie gave a happy bark. "Okay, let's get started," Brett said. He searched his memory for the instructions he had been reading in a book about dog training. He recalled two important things. One—you have to tell your dog what to do.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1 *cont.*	Two—you also have to show your								
2	dog what to do. He tried to remember more and then decided to start. Maybe that was all. "Sit, Ernie!" Brett said. He nudged the puppy, and the little dog sat. Then Brett made another attempt. But Ernie just looked at him. Then Brett showed the puppy over and over how to sit. Again, Ernie forgot what to do. "Maybe you don't like sitting,"								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	Brett said. "Let's try something new." He backed away from his dog. "Stay!" he said. Ernie didn't stay. He didn't lie								
3	down. And he didn't come when he was called. Brett's mom was watching from the porch. Brett yelled, "Mom, why can't I teach Ernie anything?" "I think you forgot an important step," Mom said. She held out some puppy treats. "You								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
3 *cont.*	have to make him want to be good! Watch for him to do something right. Then praise him and reward him. That's how Dad and I get you to be good!"								
	Subtotal								
	 **End Time ____ min. ____ sec.** **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	13	11–12	9–10	6–8	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
13,860 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells significant events of the story in sequence, such as: Brett was having trouble training Ernie; Mom told him to give Ernie treats for doing the trick; Brett trained Ernie to sit and stay. *Note any additional understandings:*	What was the problem in this story? What did Brett do to solve his problem? What else happened?	0 1 2 3
Beyond the Text Both people and dogs have to want to be good. Giving a person or a dog a reward (treat) helps them want to be good. Brett was happy at the end of the story because he learned how to teach Ernie. *Note any additional understandings:*	Tell some of the ways people and dogs are alike. What was the secret to teaching Ernie? Tell how Brett felt at the end of the story. Why did he feel that way?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The title of this book is good because Ernie did learn to sit.	Is this a good title for this story? Why (not)?	0 1 2 3
Brett learned that both people and animals need rewards.	What did Brett learn?	
There was a joke at the end of the story when Brett barked a happy bark like Ernie did at the beginning.	Look at the last page. Why do you think the writer said that Brett gave "a happy bark"?	
Note any additional understandings:		

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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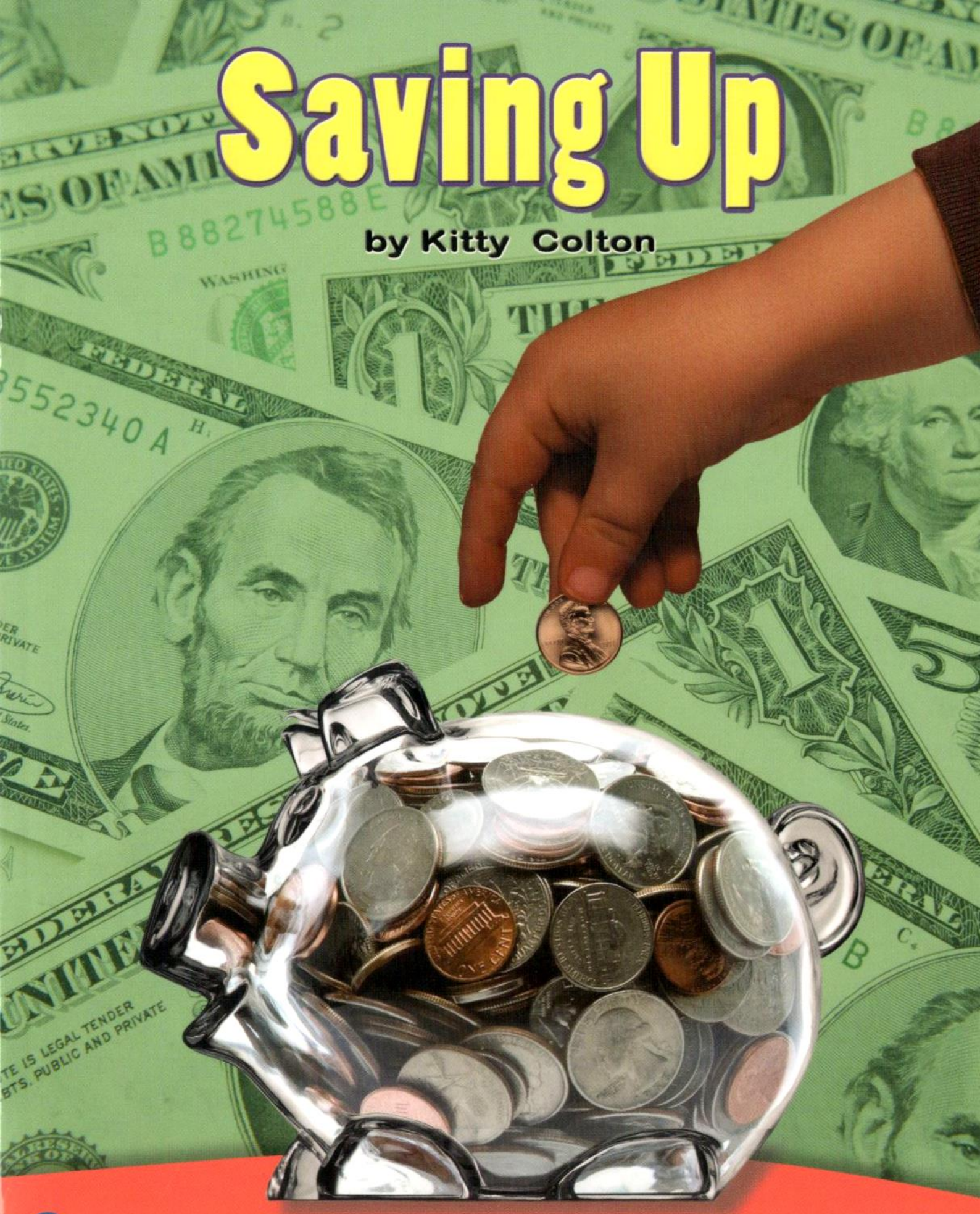
Student _____ Date _____

Next, Brett wants to teach Ernie to come. Write about how you think he will do it. You can draw a sketch to go with your writing.

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Saving Up

by Kitty Colton



M

Danny really wanted a dog, but his mom told him he had to do some things first. Read to find out if Danny got a dog.



Saving Up

by Kitty Colton

I really, really wanted to get a dog. But Mom said I wasn't responsible enough to take care of a pet.

"I'm very responsible!" I said.

"Hmm. Okay, Mr. Responsible. I hate to disagree with you, Danny. But how many times did I tell you to clean your room this week?" asked Mom.

"Well, cleaning my room is totally boring! Taking care of a dog would be totally fun!"

Mom said, "Dogs are a lot of work!" She said I'd have to prove I

was responsible enough to get a dog.

"Great! How can I prove I'm responsible? I'll do anything!"

"First, you should call the animal shelter and ask them how much it costs to get a dog. Then you'll have to save the money."

"I can certainly do that!" I said.

I called the shelter. I found out it costs one hundred and forty dollars to get a puppy and seventy dollars to get a dog. I decided to get a grown dog!

How long would it take me to save seventy dollars? I started to do the math.

My allowance was seven dollars a

week, if I did all my chores. I never used to save any of it. Now I'd have to save a whole lot. ■

With seven dollars a week, I'd have seventy dollars in ten weeks. But that was too long to wait!

I asked Mom about doing some extra jobs for her. She agreed to pay me three dollars for each one. She said I could clean the garage, vacuum the car, paint the kitchen door, brush all the cobwebs out of the basement (yuck!) . . .

"Okay, Mom, I think that's enough for now!" I said.

The next few weeks were really hard. I did all my chores, even

before Mom told me to. Then I did jobs for Mom on Saturdays. I didn't spend a penny—no movies, no games, nothing.

It took me six weeks to save up seventy dollars. Then the big day came. I counted my hard-earned money in front of Mom—twice.

"Okay, Mr. Responsible," she said. "I'll go start the car. Let's head to that shelter!"

By lunch, we had a new dog. He was big and black, and I named him Buck, after the seventy bucks I saved.

"My son is responsible and funny, too." Mom said with a smile.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Danny really wanted a dog, but his mom told him he had to do some things first. Read to find out if Danny got a dog.

Page	**Start Time** ____ **min.** ____ **sec.** *Saving Up* Level M, RW: 210	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	I really, really wanted to get a dog. But Mom said I wasn't responsible enough to take care of a pet. "I'm very responsible!" I said. "Hmm. Okay, Mr. Responsible. I hate to disagree with you, Danny. But how many times did I tell you to clean your room this week?" asked Mom. "Well, cleaning my room is totally boring! Taking care of a dog would be totally fun!"								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1 *cont.*	Mom said, "Dogs are a lot of work!" She said I'd have to prove I								
2	was responsible enough to get a dog. "Great! How can I prove I'm responsible? I'll do anything!" "First, you should call the animal shelter and ask them how much it costs to get a dog. Then you'll have to save the money." "I can certainly do that!" I said. I called the shelter. I found out it costs one hundred and forty dollars to get a puppy and seventy dollars								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	to get a dog. I decided to get a grown dog! How long would it take me to save seventy dollars? I started to do the math. My allowance was seven dollars a								
3	week, if I did all my chores. I never used to save any of it. Now I'd have to save a whole lot.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate								
%	Below 95%	95%	96%	97%	98%	99%	100%
Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections _____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
12,600 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 important events from the story in sequence, such as: Danny wanted a dog; his mom said he had to prove he was responsible; he found out what a dog cost; he did his chores and extra jobs to earn the money; he got a dog. *Note any additional understandings:*	What was Danny's problem in this story and what did he do to solve it? What else happened?	0 1 2 3
Beyond the Text Danny wasn't very responsible because he didn't clean his room. He changed by doing all his chores because he wanted a dog so much. He kept doing all that work because he was working to save enough money for a dog. His mom was impressed and proud of him because (gives a plausible reason). *Note any additional understandings:*	Tell how Danny changed in the story. Why did he change? Why do you think he was able to keep on doing all that work? How do you think Danny's mom felt about him at the end? Why?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The writer showed how much Danny wanted a dog by telling you things he did or said. There is a joke at the end when Danny names the dog Buck and Mom says he is funny. The name Buck is funny because Danny had to earn a "buck" (money) to get a dog. *Note any additional understandings:*	How did the writer help you know how Danny felt about getting a dog? Show the place in the story that helped you know that. Mom said Danny is responsible and funny. Why did she say he is funny?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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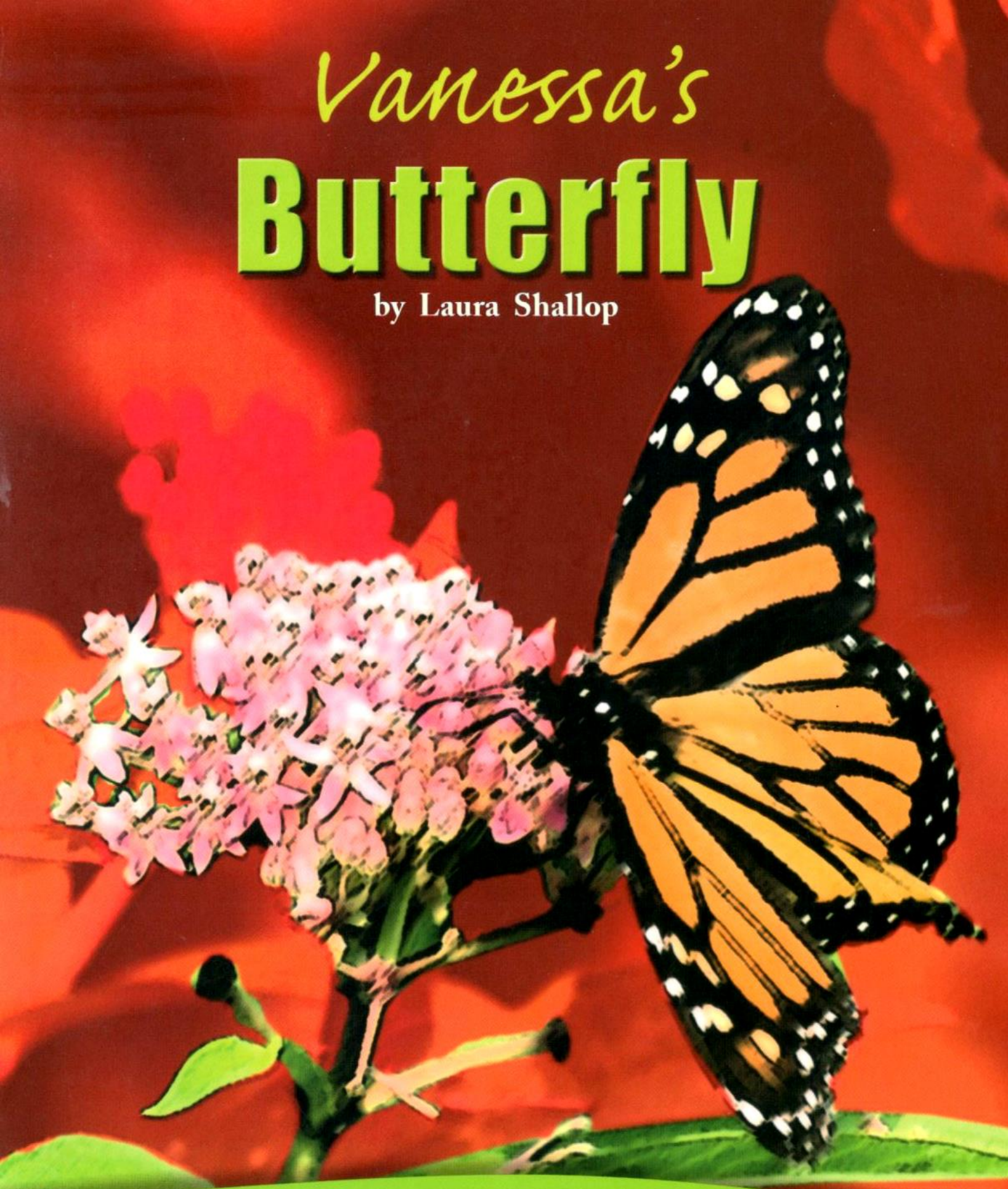
Student _____ Date _____

Write about what Danny did to show he was responsible enough to get a dog. You can draw a sketch to go with your writing.

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Vanessa's Butterfly

by Laura Shallop



N

RW 218

E 13

Vanessa's name means "butterfly." Read to find out what happens.



Vanessa's Butterfly

by Laura Shallop

Vanessa had known the special meaning of her name since she was two. *Vanessa* means "butterfly." As a little girl, Vanessa drew hundreds of butterfly pictures. She read dozens of books about butterflies. At night, she wore butterfly pajamas. Her favorite bedtime story was *The Butterfly Catcher.*

Vanessa was old enough to help out around the house.

She watered the flowers in her mother's garden in the summer.

This was one chore that Vanessa didn't mind doing because it was a chance to watch the butterflies in the flower garden along the fence in the backyard.

One morning, as Vanessa was watering the flowers, a bright yellow-and-black butterfly fluttered into her yard. "That butterfly looks just like one in my book," Vanessa thought to herself. Up, up, then down, down it floated on the breeze.

"Where will it land?" she wondered.

The graceful butterfly swooped down to sip nectar from the tallest red flower in the garden. "I've got to catch it!" Vanessa thought. But when she tiptoed closer, the little beauty quickly lifted back up into the air. "Oh! Please don't fly away!" she said under her breath.

As if it heard her wish, the butterfly landed on a pink lily. Vanessa stood very still. "A butterfly catcher must be patient," she said to herself. ■

From here, she could see the zigzags on the butterfly's wings. "It has stripes like a zebra," she whispered.

Vanessa leaned in for a closer look. The butterfly was more beautiful than all the flowers in the garden. Suddenly Vanessa no longer wanted to catch it. The butterfly was supposed to be free, and Vanessa was happy just watching it fly from flower to flower.

"I don't need to be a butterfly catcher," Vanessa thought. "I can be a butterfly watcher!"

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Vanessa's name means "butterfly." Read to find out what happens.

Page	**Start Time ____ min. ____ sec.** *Vanessa's Butterfly* Level N, RW: 218	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	Vanessa had known the special meaning of her name since she was two. *Vanessa* means "butterfly." As a little girl, Vanessa drew hundreds of butterfly pictures. She read dozens of books about butterflies. At night, she wore butterfly pajamas. Her favorite bedtime story was *The Butterfly Catcher*. Vanessa was old enough to help out around the house.								
2	She watered the flowers in								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	her mother's garden in the summer. This was one chore that Vanessa didn't mind doing because it was a chance to watch the butterflies in the flower garden along the fence in the backyard. One morning, as Vanessa was watering the flowers, a bright yellow-and-black butterfly fluttered into her yard. "That butterfly looks just like one in my book," Vanessa thought to herself. Up, up, then down, down it floated on the breeze.								
3	"Where will it land?" she								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 *cont.*	wondered. The graceful butterfly swooped down to sip nectar from the tallest red flower in the garden. "I've got to catch it!" Vanessa thought. But when she tiptoed closer, the little beauty quickly lifted back up into the air. "Oh! Please don't fly away!" she said under her breath. As if it heard her wish, the butterfly landed on a pink lily. Vanessa stood very still. "A butterfly catcher must be patient," she said to herself.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	13	10–12	8–9	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW× 60) ÷ Total Seconds = Words Per Minute (WPM)
13,080 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 events in sequence, such as: Vanessa wanted to catch a butterfly; she was helping in the garden; she saw a beautiful butterfly; Vanessa decided not to catch the butterfly but just to watch it. *Note any additional understandings:*	What happened in this story? What else happened?	0 1 2 3
Beyond the Text Vanessa always loved butterflies because that was the special meaning of her name. Vanessa changed her mind because she saw how beautiful the butterfly was. Vanessa felt that the butterfly should be free. *Note any additional understandings:*	How did Vanessa feel about butterflies? Why did she feel that way? Vanessa changed during the story. Tell how she changed and why. In the end, how do you think Vanessa felt about the butterfly?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text Gives an example of words the writer used to describe the butterfly, such as: "graceful"; "swooped down to sip nectar"; "little beauty"; "stripes like a zebra." The most important part of the story was when Vanessa looked closely at the beautiful butterfly and wanted it to be free. *Note any additional understandings:*	Give an example of a description the writer used to show what the butterfly was like. Why did the writer use this description? What was the most important part of the story? Why was that part important?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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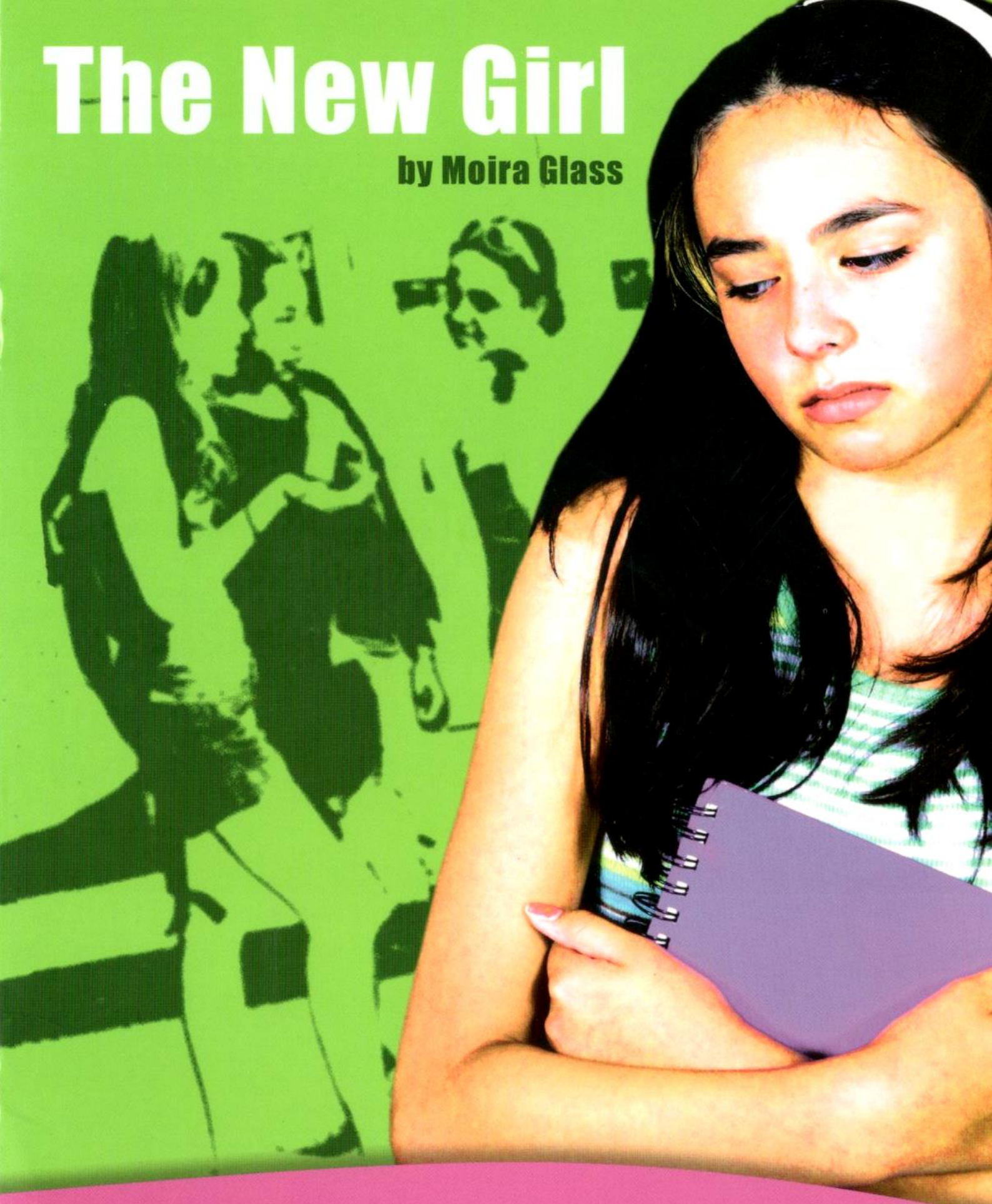
Student _____ Date _____

Explain what Vanessa meant when she thought to herself, "I don't need to be a butterfly catcher. I can be a butterfly watcher." You can draw a sketch to go with your writing.

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The New Girl

by Moira Glass



O

Nora's mother works in the Army and her family has to move to a new place. Read to find what happens when Nora tries to make new friends.

RW 231

E 13

The New Girl

by Moira Glass



"I finally made some friends here, and now we have to move again? It's so unfair!" Nora complained to her father.

"We've been over this, Nora," her father said. "You should be proud of your mother. As an Army officer, she has to go where she's needed. It's the same for the other Army kids you know."

"I used to know other Army kids," Nora grumbled. "Now they're spread all over the world." Nora didn't like being a complainer, but she was tired of being constantly uprooted.

A month later, Nora walked into her new school. Her sneakers squeaked on the shiny, polished floors. She was not surprised that the other kids turned, stared, and whispered, but didn't say hello. "No one ever talks to the new girl," she told herself.

At lunch, Nora looked around the crowded cafeteria. At every table kids were eating lunch with their special friends, talking and laughing. No kids invited Nora to sit with them. Only one girl smiled at Nora. She was sitting by herself looking lonely and nervous. "She's probably new, too," Nora thought, so she just ignored her. Nora dreamed of being in a group of friends, just as she was in her old school.

That night she told her mother about her terrible day. "Did you talk to anyone?" her mother asked. Nora shook her head. "All the kids ignored me." ■

"I'm sorry, honey," Mom said. "But remember, to get you have to give." She was always coming up with sayings that sounded like they belonged on bumper stickers. "There must be one other kid at your school who could use a friend," Mom added. "Maybe you should try making the first move."

The next day Nora saw the girl who had smiled at her the day before. This time Nora smiled back, and before long they were talking. The girl's name was Liz, and this was her seventh school in five years. She was an Army kid, too!

"You were right!" Nora told her mom. "I made the first move and met Liz today."

"Did she introduce you to all her friends?" Mom asked.

"No," Nora replied. "Liz and I decided that she'd be my friend and I'd be her friend, and we'd sort of go from there."

Nora's mother laughed. "Sounds like a plan to me! After all, being part of a group of friends starts with one good friend."

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Nora's mother works in the Army and her family has to move to a new place. Read to find out what happens when Nora tries to make new friends.

Sources of Information Used

Page	**Start Time** ____ **min.** ____ **sec.** *The New Girl* Level O, RW: 231	E	SC	E			SC		
				M	S	V	M	S	V
1	"I finally made some friends here, and now we have to move again? It's so unfair!" Nora complained to her father. "We've been over this, Nora," her father said. "You should be proud of your mother. As an Army officer, she has to go where she's needed. It's the same for the other Army kids you know." "I used to know other Army kids," Nora grumbled. "Now they're spread all over the world." Nora didn't like being a complainer, but she was tired of being								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	constantly uprooted.								
2	A month later, Nora walked into her new school. Her sneakers squeaked on the shiny, polished floors. She was not surprised that the other kids turned, stared, and whispered, but didn't say hello. "No one ever talks to the new girl," she told herself. At lunch, Nora looked around the crowded cafeteria. At every table kids were eating lunch with their special friends, talking and laughing. No kids invited Nora to sit with them. Only one girl smiled at Nora. She was sitting by herself looking lonely and nervous.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	"She's probably new, too," Nora thought, so she just ignored her. Nora dreamed of being in a group of friends, just as she was in her old school.								
3	That night she told her mother about her terrible day. "Did you talk to anyone?" her mother asked. Nora shook her head. "All the kids ignored me."								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	13	11–12	9–10	6–8	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
13,860 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 important events from the story, such as: Nora had to move to a new school; she doesn't like leaving her school; none of the kids talked to her at the new school; her mom told her to do something herself; she made one new friend. *Note any additional understandings:*	What was Nora's problem in the story? What happened? What else happened? How did Nora solve her problem?	0 1 2 3
Beyond the Text Nora was very unhappy about moving because her friends were important to her (or other reason consistent with the text). She acted like the other kids when she wouldn't talk to the other new girl. She learned that she had to make friends if she wanted to be included. *Note any additional understandings:*	Why was Nora so unhappy about moving to a new place? How was Nora like the kids she complained about at her new school? How did Nora change in the story? What did she learn?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The title is good because Nora was a new girl in her school. Her friend is also a new girl and the story shows how she treated her.	What makes the title The New Girl a good one for this book? Any other reason?	0 1 2 3
The writer meant that Mom was always teaching her things with short little pieces of advice.	What did the writer mean when she said Mom was always coming up with sayings that sounded like "bumper stickers"?	
You knew Nora had learned a lesson when she smiled at the new girl.	Find the part of the story where the writer showed that Nora had learned something.	
Note any additional understandings:		

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

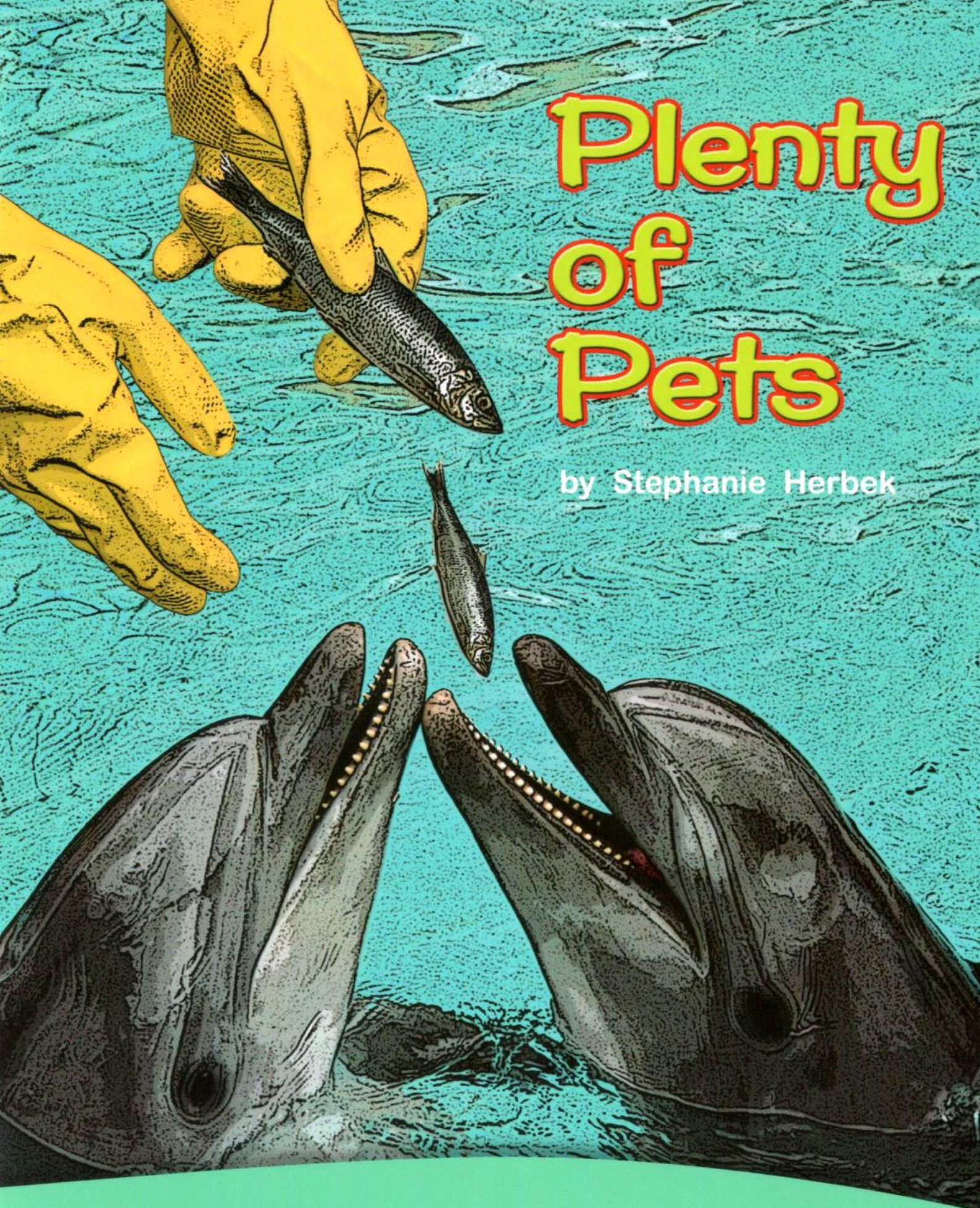
Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Write about how Nora solved her problem and what you think she will do now in her new school. You can draw a sketch to go with your writing.

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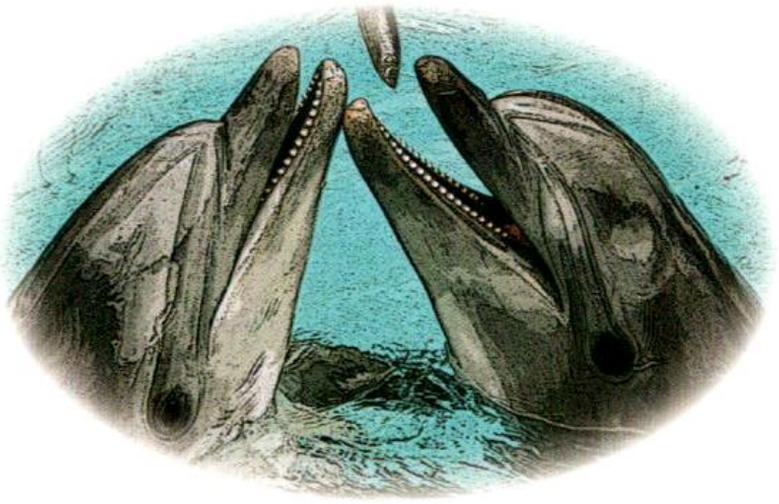


Plenty of Pets

by Stephanie Herbek

Nate loved animals and really wanted a pet. He was allergic to all kinds of animals, so he was feeling sorry for himself. Read to find out what made him feel better.

P
RW 206
E 12
Fountas and Pinnell Benchmark Assessment System 2



Plenty of Pets

by Stephanie Herbek

Mr. Lee's commanding voice brought the classroom to attention. "Listen up! I need someone to care for Scooter this weekend. Any volunteers?"

All around the classroom, students who hoped to be picked to bring home the adorable, fuzzy hamster shot their hands up high. Instead, Nate put his chin in his hand and sighed. Although Nate loved animals, he was allergic to everything furry, fluffy, or feathery.

The bell rang, and Nate grabbed his backpack and headed home in a downpour. His neighbor, Mrs. Gonzalez, pulled up beside him in her minivan. "Hop in," she said. "It's a deluge out there!" Even before the door closed, Nate's nose started to tickle.

"Achoo!" he sneezed loudly. "Achoo! Achoo!" Rubbing his red, itchy eyes, Nate croaked, "Is there an animal in here?"

"Just Daisy!" Mrs. Gonzalez said sheepishly, as a pudgy bulldog poked its head over the front seat. Nate walked home.

A sniffling Nate woke up Saturday morning feeling sorry for himself. "Why do I have to be allergic to everything?" he fretted as he trudged downstairs.

His mom smiled. "I have exciting

news!" she exclaimed. "My friend Dr. Hung, who works at the aquarium, could use your help with the animals on Saturdays. How about it?" ■

"Thanks, Mom, but the idea of sneezing all day doesn't appeal to me," said Nate.

"You're allergic to animals that have fur or feathers," Mom pointed out, "not to marine animals that live in the water."

Nate felt nervous as they drove to the aquarium, but after he met Dr. Hung, his anxiety melted away. Within minutes, they were standing next to a huge saltwater pool. "Meet our Pacific white-sided dolphins, Nate," said Dr. Hung. "They're ready for their lunch!"

Dr. Hung handed Nate a pair of floppy rubber gloves and a heavy pail

of herring. Soon one of the dolphins was eating from Nate's hand. Dr. Hung laughed. "That's Splash. I bet he'd love to go home with you."

Later, Nate recounted every minute of his day to his mom. "I saw a beluga whale and lots of stingrays, and I even touched a sea urchin. We fed the dolphins some totally gross fish, but it was fun. And I didn't sneeze once!"

Mom smiled. "I have one more surprise." She handed Nate a clear plastic bag with a silver fish swimming inside.

"Hey there, Little Splash," Nate whispered to his very own sneeze-free pet.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Nate loved animals and really wanted a pet. He was allergic to all kinds of animals so he was feeling sorry for himself. Read to find out what made him feel better.

Page	**Start Time** ____ **min.** ____ **sec.** *Plenty of Pets* Level P, RW: 206	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	Mr. Lee's commanding voice brought the classroom to attention. "Listen up! I need someone to care for Scooter this weekend. Any volunteers?" All around the classroom, students who hoped to be picked to bring home the adorable, fuzzy hamster shot their hands up high. Instead, Nate put his chin in his hand and sighed. Although Nate loved animals, he was allergic to everything furry, fluffy, or feathery.								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	The bell rang, and Nate grabbed his backpack and headed home in a downpour. His neighbor, Mrs. Gonzalez, pulled up beside him in her minivan. "Hop in," she said. "It's a deluge out there!" Even before the door closed, Nate's nose started to tickle. "Achoo!" he sneezed loudly. "Achoo! Achoo!" Rubbing his red, itchy eyes, Nate croaked, "Is there an animal in here?" "Just Daisy!" Mrs. Gonzalez said sheepishly, as a pudgy bulldog poked its head over the front seat. Nate walked home. A sniffling Nate woke up Saturday morning feeling sorry for himself. "Why								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	do I have to be allergic to everything?" he fretted as he trudged downstairs. His mom smiled. "I have exciting								
3	news!" she exclaimed. "My friend Dr. Hung, who works at the aquarium, could use your help with the animals on Saturdays. How about it?"								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score	0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
12,360 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 important events from the story in sequence, such as: Nate wanted a pet but he couldn't have one because of his allergies; his mom sent him to help at the aquarium; he fed the dolphins; he got a fish for a pet. *Note any additional understandings:*	What was Nate's problem? What happened in the story? What else happened?	0 1 2 3
Beyond the Text Nate felt (any answer consistent with the text) because he couldn't have a pet. Mom knew how he felt because she tried to think of another way he could be with animals. Mom planned on getting him a fish and that's why she sent him to the aquarium. She knew he liked animals and she wanted him to get to like animals that didn't have fur. *Note any additional understandings:*	How did Nate feel in the first part of the story? Do you think Mom knew how Nate felt? What makes you think that? Why do you think Mom sent Nate to the aquarium?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The title helps you understand that Nate could have plenty of pets, just not ones with fur. It was a nice ending for Nate to name the fish Little Splash after the dolphin in the aquarium. *Note any additional understandings:*	What does the title Plenty of Pets mean? Did you like the ending? What did you like about it?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Explain how you think the visit to the aquarium helped Nate. You can draw a sketch to go with your writing.

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A Secret Home

by Sarah Wolbach



Lenny and Beth go on a hiking expedition through Mint Canyon with their Aunt Maddy. Read to find out what they learned about spiders on their hike.

RW 200
E 12

Fountas and Pinnell Benchmark Assessment System 2



A Secret Home

by Sarah Wolbach

Lenny and Beth loved visiting Aunt Maddy in California. They could always depend on having some kind of an adventure. On this trip, Aunt Maddy was taking them on a hiking expedition through Mint Canyon. Although Beth and Lenny loved exploring new places, a hike through a dusty canyon didn't sound very appealing.

Aunt Maddy ran through her checklist. "Hats? Check. Sunscreen? Check. Trail map? Check. Water? Check. Looks like we're ready to roll." Aunt Maddy sounded excited. Lenny and Beth couldn't help but feel a little excited themselves as they waved good-bye to their parents.

As they followed the winding trails, Aunt Maddy pointed out all kinds of plants and wildlife. They stopped for a water break. Then Lenny shouted, "Look out for the spider!" and Beth froze. It was obvious to Aunt Maddy that the kids were scared of spiders.

"Has a spider ever harmed either of you?" Aunt Maddy asked. Both kids shook their heads. "Sounds like you suffer from arachnophobia (uh RAK nuh FOE bee uh)—an extreme fear of spiders."

"Aren't spiders dangerous?" Lenny asked. "I heard about a boy who got really sick from a spider bite."

Aunt Maddy nodded. "Sure, some spiders, like the black widow, are dangerous." ■

"Yes," Lenny said excitedly, "that's the kind that bit that boy."

"Well," Aunt Maddy replied, "you'd

certainly want to avoid black widows, but most spiders won't hurt you. They want to avoid you as much as you want to avoid them."

They walked for a while, and then Aunt Maddy stopped. "Take a look down there," she said, gesturing toward the ground.

Beth and Lenny stared downward but didn't see anything except dirt and a few small rocks. They stood very still for a few minutes, and along came a furry spider about the size of a quarter. Aunt Maddy whispered, "That's a trap-door spider. Don't worry. It won't hurt you at all."

As the three of them watched, the spider used its two front legs to flip open a small, perfectly formed trap door in the earth. The spider then disappeared under the ground, pulling the door shut behind it. Beth

and Lenny could hardly believe their eyes!

"The trap-door spider," Aunt Maddy said, "makes its home by burrowing into the ground and spinning silk to line its hole to make a cozy nest. The trap door, made of silk and dirt, protects the spider from the rain and cold. Inside, the females lay their eggs and raise their young."

"That's so cool!" Lenny said.

The kids were so interested in the spider that they forgot to freak out. Now that they knew what to look for, Beth and Lenny spotted several more trap doors on their walk.

The next morning, Beth and Lenny invited their parents to go on a hike with them. "You never know," Beth said, winking at Lenny, "we might find something really interesting."

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Lenny and Beth go on a hiking expedition through Mint Canyon with their Aunt Maddy. Read to find out what they learned about spiders on their hike.

Page	**Start Time** ____ **min.** ____ **sec.** *A Secret Home* Level Q, RW: 200	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	Lenny and Beth loved visiting Aunt Maddy in California. They could always depend on having some kind of an adventure. On this trip, Aunt Maddy was taking them on a hiking expedition through Mint Canyon. Although Beth and Lenny loved exploring new places, a hike through a dusty canyon didn't sound very appealing. Aunt Maddy ran through her checklist. "Hats? Check. Sunscreen? Check. Trail map? Check. Water? Check. Looks like we're ready to roll." Aunt Maddy sounded excited.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	Lenny and Beth couldn't help but feel a little excited themselves as they waved good-bye to their parents.								
2	As they followed the winding trails, Aunt Maddy pointed out all kinds of plants and wildlife. They stopped for a water break. Then Lenny shouted, "Look out for the spider!" and Beth froze. It was obvious to Aunt Maddy that the kids were scared of spiders. "Has a spider ever harmed either of you?" Aunt Maddy asked. Both kids shook their heads. "Sounds like you suffer from arachnophobia (uh RAK nuh FOE bee uh)—an extreme fear of spiders."								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	"Aren't spiders dangerous?" Lenny asked. "I heard about a boy who got really sick from a spider bite." Aunt Maddy nodded. "Sure, some spiders, like the black widow, are dangerous."								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth or expressive interpretation and pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing, guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(200 × 60) ÷ Total Seconds = _____ Words Per Minute (WPM)

12,000 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells several important events from the story in sequence, such as: Lenny and Beth liked to visit Aunt Maddy; they went on a hike; they said they were afraid of spiders; Aunt Maddy showed them a trap-door spider; they were not scared anymore. *Note any additional understandings:*	What was the problem in this story? What happened? What happened next? What happened in the end?	0 1 2 3
Beyond the Text Lenny and Beth were probably afraid of spiders because they didn't know much about them. They were so interested in the trap-door spider that they forgot to be scared and got over their fear of spiders. They changed their minds about hiking because they learned that the canyon was really interesting. *Note any additional understandings:*	Why do you think Lenny and Beth were afraid of spiders? How did they change in this book? Why did they change? How did they feel at the end of the story? Why did they feel that way?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The most important part of the story was when they forgot to be scared because they got so interested in the spider. The writer wanted to show that people can overcome their fears by learning more about what they're afraid of. *Note any additional understandings:*	What was the most important part of the story and why? What was the writer's message?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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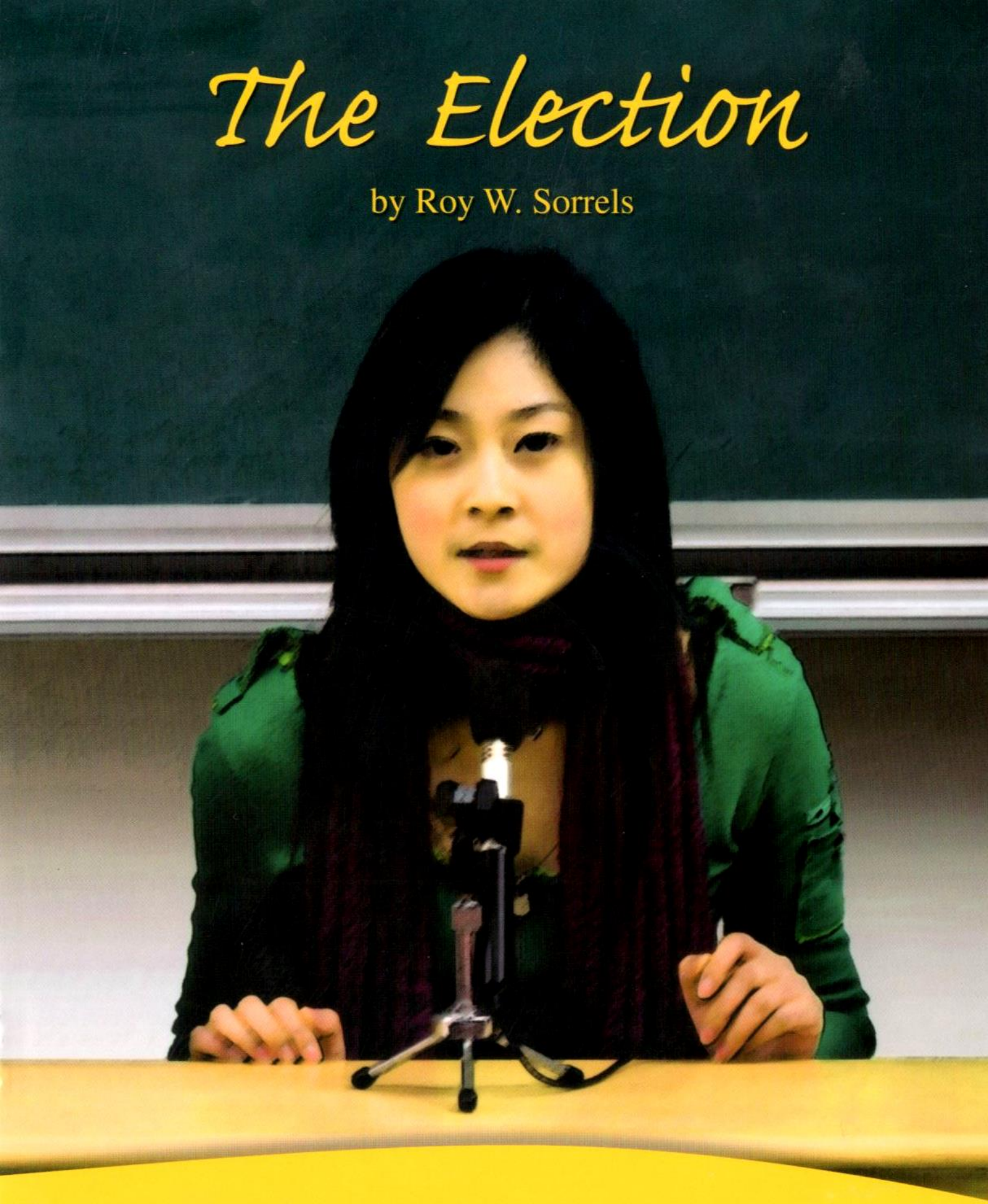
Student _____ Date _____

Explain the ways Lenny and Beth changed in this story and what caused them to change. You can draw a sketch to go with your writing.

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The Election

by Roy W. Sorrels



R

RW 214

E 12

Jill was running for class president. Read to find out what happened when she gave her campaign speech in the auditorium.

The Election

by Roy W. Sorrels



Jill stood in front of her 6th grade class at King School, gazing out at a sea of faces. "As Abraham Lincoln once said," she began, and then her mind went completely blank. Her cheeks got hotter and hotter and she couldn't speak. As the audience stared at her, the walls seemed to swirl around and around. Jill squeezed her eyes shut to try to snap out of it.

"Help!" she called out.

"Jill? Honey? Are you all right?" Jill's mother asked, standing at the bedroom door.

Jill bolted upright in bed, feeling dazed.

Jill nodded slowly. "I'm okay," she said in an unconvincing voice. "What time is it?"

"Time to get ready to deliver your speech for class president," her mother said, smiling.

As the memory of her dream came flooding back, Jill felt a fresh wave of panic. "Mom, I don't know if I can do it. The thought of standing in front of all those people makes me feel sick!"

Jill's mother sat down next to her and smiled. "You know, Jill, sometimes I have to give speeches at big meetings." Jill's mother was a heart surgeon, an expert in her field. "I used to feel as frightened as you are now."

Jill asked, "How did you get over your fears?" ■

"Well," her mother began, "when I have to get up in front of hundreds of strangers, I focus on one friendly face I know. Then I imagine that the two of us are sitting across a table from each other and talking about work."

"And do you stop being scared?"

"Well, not completely. It's normal to feel nervous about something that's new to you. But if you can find the courage to do it anyway, it won't feel so scary the next time. You can do it—I'm sure of it."

Later that morning, Jill walked slowly across the auditorium stage and stood behind the podium. She took a deep breath and scanned the faces in the crowd. There, in the second row, was her friend Eduardo. He smiled at her encouragingly. Jill imagined herself talking directly to Eduardo, exactly as her mother had suggested.

"As Abraham Lincoln once said, 'Whatever you are, be a good one.' I am here today to gain your support in our class election. I want to be your class president, and I will be a good one . . . "

Jill began to relax and allowed herself to glance around the auditorium. There, in the next row, was another friend. One by one, more familiar faces came into view. Jill talked about the ideas she had often discussed with these friends—how to keep the halls cleaner, the need for more nutritious cafeteria food, and starting a regular student-faculty discussion group. As Jill described her plans, most of her fears melted away. And when she finished her speech and thanked her classmates for listening, the applause and cheers she heard felt good. Very good.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Jill was running for class president. Read to find out what happened when she gave her campaign speech in the auditorium.

Page	**Start Time ____ min. ____ sec.** *The Election* Level R, RW: 214	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	Jill stood in front of her 6th grade class at King School, gazing out at a sea of faces. "As Abraham Lincoln once said," she began, and then her mind went completely blank. Her cheeks got hotter and hotter and she couldn't speak. As the audience stared at her, the walls seemed to swirl around and around. Jill squeezed her eyes shut to try to snap out of it. "Help!" she called out. "Jill? Honey? Are you all right?" Jill's mother asked, standing at the bedroom door.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	Jill bolted upright in bed, feeling dazed. "I'm okay," she said in an unconvincing voice. "What time is it?" "Time to get ready to deliver your speech for class president," her mother said, smiling. As the memory of her dream came flooding back, Jill felt a fresh wave of panic. "Mom, I don't know if I can do it. The thought of standing in front of all those people makes me feel sick!" Jill's mother sat down next to her and smiled. "You know, Jill, sometimes I have to give speeches at big meetings." Jill's mother was a heart surgeon, an								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	expert in her field. "I used to feel as frightened as you are now." Jill asked, "How did you get over your fears?"								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
12,840 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 important events from the story, such as: Jill was very nervous about her speech; her mom gave her the suggestion of looking at a friendly face; Jill imagined herself talking to her friend Eduardo; she got over being scared and gave a good speech. *Note any additional understandings:*	What was Jill's problem in the story? How did she solve her problem? What else happened in the story?	0 1 2 3
Beyond the Text She was having nightmares because she was so scared of standing up in front of all of those people. Her mom could help because she had to learn to give speeches herself. Jill gave a good speech because she looked at friendly faces and also got excited about her ideas. *Note any additional understandings:*	Tell why Jill was scared. Why was her mom able to help her? What helped Jill give a good speech?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The story started with Jill having a dream and then she woke up. It wasn't real.	Look at the beginning. What was happening in the first paragraph?	0 1 2 3
Points out language like "her cheeks got hotter and hotter," or "a fresh wave of panic" to show how scared Jill was.	Show a place in the book where the writer showed you how scared Jill was. How did this help you?	
The writer showed that Jill would be a good class president by giving details about her ideas for improvement.	How did the writer show you that Jill would be a good class president?	
Note any additional understandings:		

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

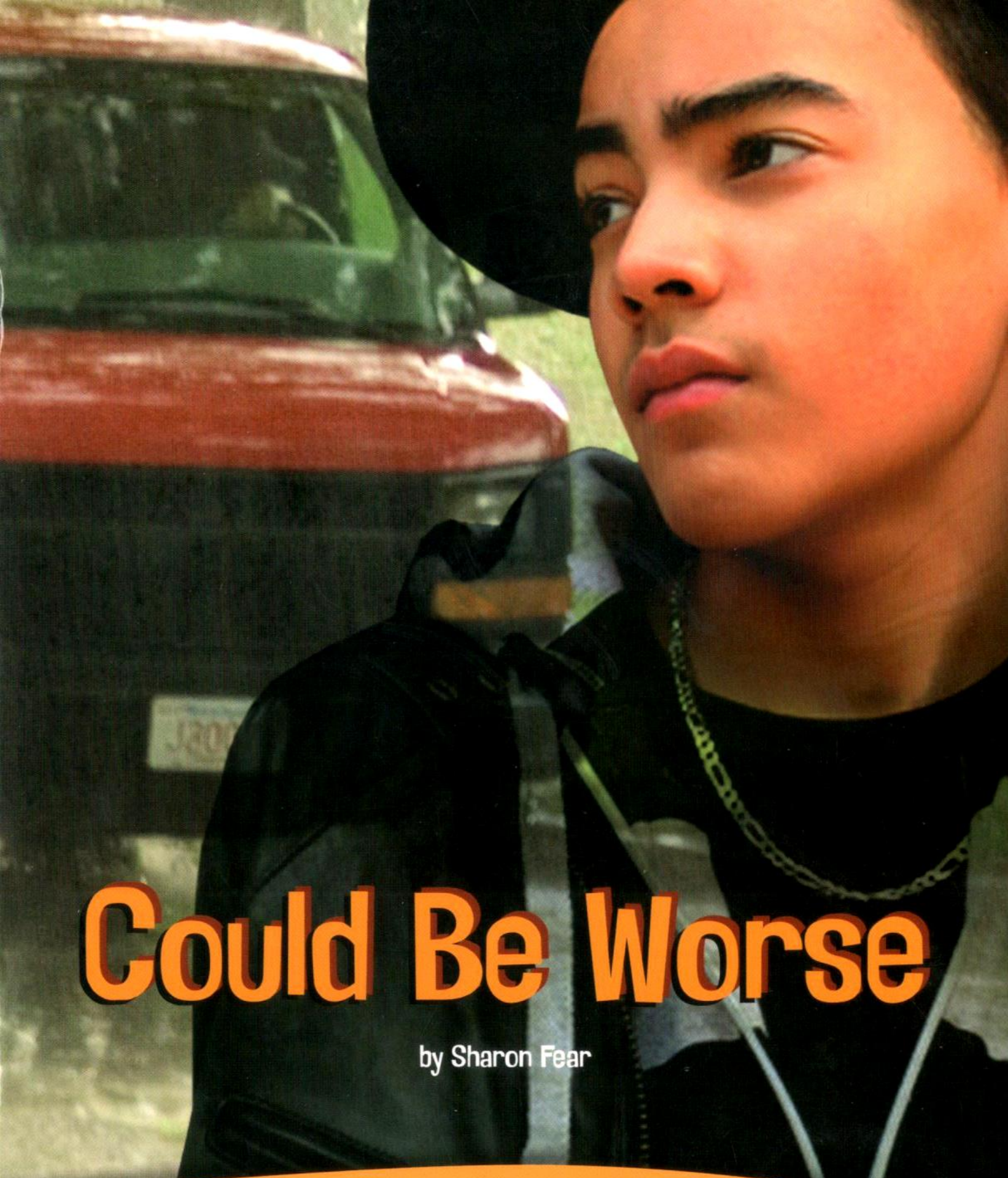
Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Describe how Jill felt and tell what advice you would give her to get through her speech. You can draw a sketch to go with your writing.

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Could Be Worse

by Sharon Fear

S

Ray lived in a van with his dad, who was trying to find a job. Read to find out how Ray helped his dad.

Could Be Worse

by Sharon Fear

Everyone has heard of that old joke about how everything goes wrong for some guy. First he oversleeps; then, hustling out the door, he stubs his toe badly. He hobbles to his car only to realize that his car keys are still lying inside the house somewhere. So he stands there, locked out, with his toe throbbing mercilessly, knowing he'll be late for that important job interview. Still, he tries to be philosophical.

"It could be worse," he says. "At least it's not raining."

So here's the punch line: it starts to pour.

I know how that guy felt. It was cold when I woke up. I turned over and banged my knee on the side of the battered van that was now Home Sweet Home to Dad and me. Rain clattered on the metal roof overhead.

Dad hopped into the back, handed me two warm hard-boiled eggs, and shed his wet jacket.



"How 'bout you?" I casually asked.

"Already ate," he answered, just as casually.

He lied to me, and I lied to him. Ever since Dad lost his job and the money dried up, we lied and kept secrets. The façade helps us make it easier for each other.

Effortlessly, I told another one. "Dad? Anthony asked me to stay over again. OK?"

"An opportunity to sleep in a bed? Go for it." ■

Not to mention a home-cooked supper and breakfast. It was easier for Dad, too. Then he didn't have to feed me.

"Heads up!" said Dad. He lobbed over a brown bag. In the bag was my standard lunch: a peanut-butter sandwich and an apple.

"Thanks," I said as I hopped on my bike.

Dad told me where he'd be job-hunting that day, in case I needed him. "Come here right after school tomorrow," he said. "It's moving day." To be as inconspicuous as possible, we moved the van a lot.

I had an unauthorized stop to make on the way to school—one of those secrets I mentioned earlier. Dad didn't know that every Tuesday morning I earned a couple of bucks unloading produce behind Cardozo's Market. I used the money for school supplies that I couldn't bear to ask my dad to buy.

I worked for twenty minutes before I got up the nerve to ask, "Mr. Cardozo . . . I was wondering. Any chance you could hire me permanently?"

"I wish I could, Ray, but what I really need is a full-time produce manager. If you were older and out of school . . . " He shook his head sympathetically.

I got things settled with Anthony. Then all through math I thought about that job at Cardozo's. So during lunch period, I hand-lettered a flyer:

HELP WANTED

PRODUCE MANAGER

CARDOZO'S MARKET

THIRD AND CENTRAL PARKWAY

I rode downtown to the hot dog stand where my father usually ate lunch. I spotted our van, slipped the flyer under the windshield wiper, and got out of there undetected.

The next afternoon when I pulled into the campground, Dad looked professional in his dress shirt, tie, and pressed khakis—his interview clothes.

"You're looking at the new produce manager of Cardozo's Market," he said.

"Hey!" I said.

"Mr. Cardozo wondered how I knew about the job, considering he hadn't advertised it yet."

"Uh . . . " I stammered.

"It's okay, son. I'm proud of you for taking the initiative."

Relieved, I asked, "How's the pay?"

"It's not going to make us millionaires," said Dad. "But it could be worse."

I looked up—No rain. Not even a drop.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Ray lived in a van with his dad, who was trying to find a job. Read to find out how Ray helped his dad.

Sources of Information Used

Page	Start Time ____ min. ____ sec. *Could Be Worse* Level S, RW: 226	E	SC	E			SC		
				M	S	V	M	S	V
1	Everyone has heard of that old joke about how everything goes wrong for some guy. First he oversleeps; then, hustling out the door, he stubs his toe badly. He hobbles to his car only to realize that his car keys are still lying inside the house somewhere. So he stands there, locked out, with his toe throbbing mercilessly, knowing he'll be late for that important job interview. Still, he tries to be philosophical. "It could be worse," he says. "At least it's not raining." So here's the punch line: it starts to pour. I know how that guy felt. It was cold when I woke up. I turned over and banged my knee on the side of the battered van that was now								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	Home Sweet Home to Dad and me. Rain clattered on the metal roof overhead. Dad hopped into the back, handed me two warm hard-boiled eggs, and shed his wet jacket.								
2	"How 'bout you?" I casually asked. "Already ate," he answered, just as casually. He lied to me, and I lied to him. Ever since Dad lost his job and the money dried up, we lied and kept secrets. The façade helps us make it easier for each other. Effortlessly, I told another one. "Dad? Anthony asked me to stay over again. OK?" "An opportunity to sleep in a bed? Go for it."								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	13	11–12	8–10	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
13,560 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 important events from the story in sequence; such as: Ray's dad didn't have a job; they lived in a van; Ray worked for extra money; he let his dad know about the job at the market; Ray's dad got the job. *Note any additional understandings:*	What was the problem in the story? What did Ray do to solve the problem? What else did he do?	0 1 2 3
Beyond the Text Ray and his dad told lies because they cared about and wanted to protect each other. Ray was afraid his father might be angry because he lied. Ray's father was proud of him because he took initiative. *Note any additional understandings:*	Tell why you think Ray and his dad lied to each other. The last page says that Ray "stammered." What does that tell you about how he was feeling? How do you think Ray's father felt about him at the end? Why?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The writer used a joke at the beginning and the end to show that things had changed for the better. At the end of the story Ray wasn't really looking for rain. The fact that there was no rain meant that they were happy. *Note any additional understandings:*	How did the writer start and end the story? Why did she do that? What does "No rain. Not even a drop." mean at the end of the story?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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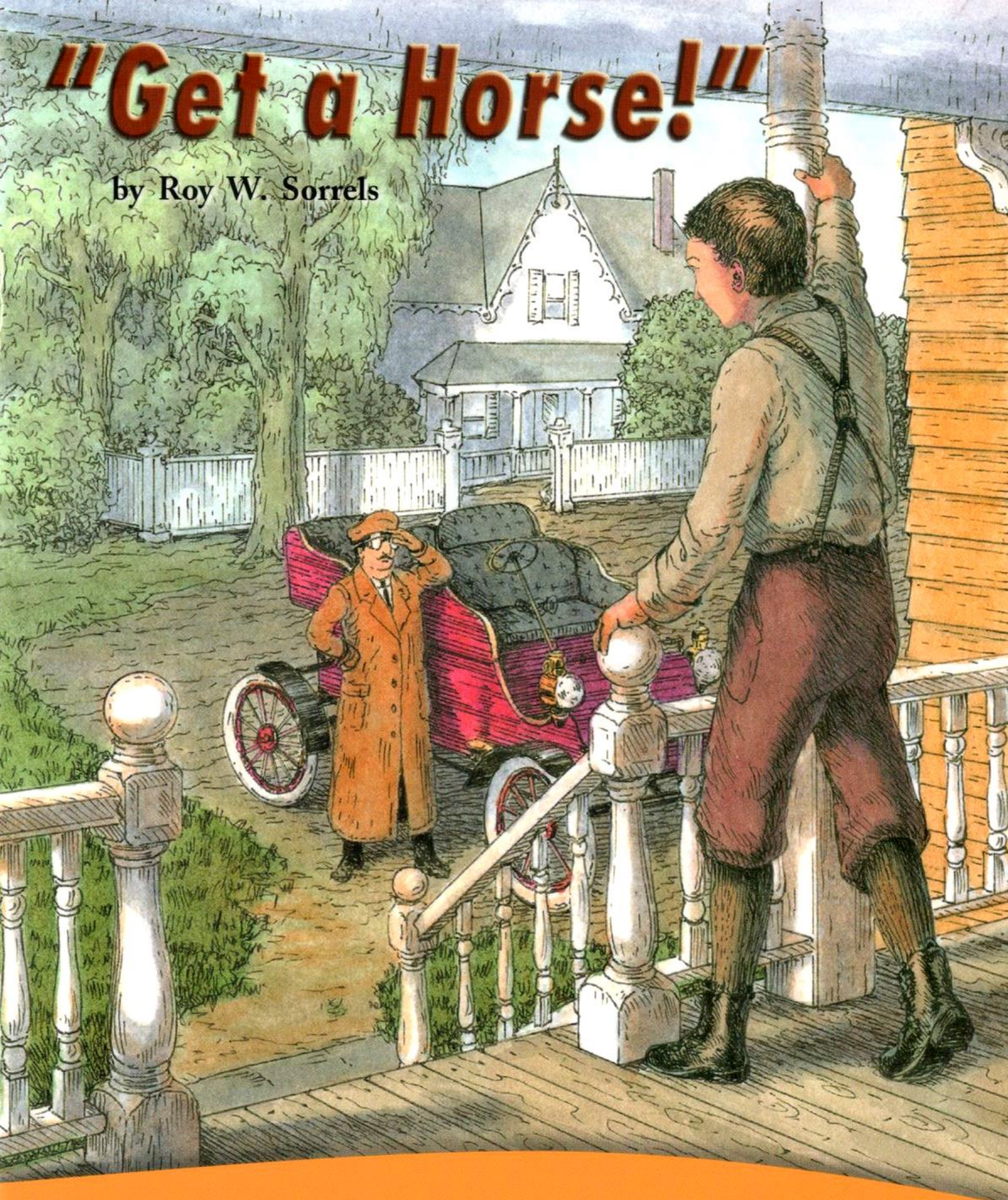
Student _____ Date _____

Explain how Ray and his dad showed their feelings for each other. Use details from the story to support your answer. You can draw a sketch to go with your writing.

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"Get a Horse!"

by Roy W. Sorrels



T

It was 1904, and Ethan's father brought home an automobile. Read to find out how Ethan and the others felt about the new Model A Ford.

RW 215

E 12



"Get a Horse!"

by Roy W. Sorrels

Ethan woke with a start. It sounded like the end of the world outside, as three or four explosions rattled his bedroom window. People were yelling, and horses were whinnying in the street. Rubbing the sleep out of his eyes, Ethan pulled back the curtain and looked out. Somebody was driving one of those newfangled horseless carriages up and down the street, terrifying the horses and making people jump out of the way.

Ethan pulled on his trousers, shirt, and boots and clattered down the stairs and out the front door, just as the noisy contraption roared past the house again. He could see it pumping out stinking exhaust and making one of its explosions every few feet. The driver of the vehicle wore a long canvas

coat, gloves, a leather cap, and a pair of goggles for protection.

The year was 1904, and everybody in Detroit had been talking about the horseless carriage that Henry Ford had invented. Ford called it the automobile, because it moved on its own. No horse was required. Ford said that the automobile was going to replace the horse and carriage, but most people didn't believe it. People had been riding in horse-drawn carriages and wagons for hundreds of years, and it was a great way to get around. ■

The automobile pulled up in front of the house enveloped in a cloud of dust. As the driver removed his cap and goggles, Ethan thought, "Oh no!" Seeing that the driver was his father, Ethan wanted to sink down into his shoes in embarrassment.

The crowd was chanting, "Get a horse! Get a horse!"

But Ethan's dad seemed unconcerned; in fact, he looked very pleased with himself. "What do you think, Ethan? I thought I'd surprise you and your mother. Want to go for a spin in our new Model A?" His father helped him clamber onto the seat next to him.

The motor wheezed, rattled, and roared into action. They whizzed down the street in a cloud of dust while barking dogs and laughing children chased them. The chickens in front of Mr. Grant's house flapped, squawked, and scurried out of the way.

Ethan's hair blew into his eyes as the Model A roared down the winding dirt road.

Ethan was slightly frightened to be riding in an automobile, but he was having a lot of fun, too. He was even a little disappointed when Father shouted that it was time to go home.

That night, Ethan's mother said, "Tom, everybody in town thinks you're crazy!"

"Not everybody," replied Ethan's father. "I predict that before long everyone will be driving an automobile."

Ethan had to admit that riding with his father had been exciting. He never thought he'd ever go as fast as 20 miles an hour! But he was worried about one thing.

"Dad," he said, "what's going to happen to Chester?" Chester was the aging horse they'd had for as long as Ethan could remember. "Are we still going

to need him? We're not going to sell him, are we?"

His dad laughed. "Chester's part of the family. He'll always have a home with us, horseless carriage or no horseless carriage."

"Well, okay then," Ethan said. He tried to look very casual as he asked, "When can we go for another ride?"

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: It was 1904, and Ethan's father brought home an automobile. Read to find out how Ethan and the others felt about the new Model A Ford.

Page	Start Time ____ min. ____ sec. *"Get a Horse!"* Level T, RW: 215	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	Ethan woke with a start. It sounded like the end of the world outside, as three or four explosions rattled his bedroom window. People were yelling, and horses were whinnying in the street. Rubbing the sleep out of his eyes, Ethan pulled back the curtain and looked out. Somebody was driving one of those newfangled horseless carriages up and down the street, terrifying the horses and making people jump out of the way. Ethan pulled on his trousers, shirt, and boots and clattered down the stairs and out the front door, just as the noisy contraption roared past the house again. He could see it pumping out stinking exhaust and making one of its explosions every few feet. The driver of the vehicle wore a long canvas								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2	coat, gloves, a leather cap, and a pair of goggles for protection. The year was 1904, and everybody in Detroit had been talking about the horseless carriage that Henry Ford had invented. Ford called it the automobile, because it moved on its own. No horse was required. Ford said that the automobile was going to replace the horse and carriage, but most people didn't believe it. People had been riding in horse-drawn carriages and wagons for hundreds of years, and it was a great way to get around.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
12,900 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 important events from the story in sequence, such as: Ethan's father brought home an automobile; the automobile was new at the time; people yelled, "Get a horse!"; Ethan went for a ride; Ethan wanted to go for another ride. *Note any additional understandings:*	Describe what happened in this story. What else happened?	0 1 2 3
Beyond the Text People made fun of the automobile because it was new and they didn't think it could replace the horse. Ethan was embarrassed because people were making fun of his father. Ethan's father didn't care what people thought because he knew the automobile would catch on; in fact, he was happy. Ethan was worried about Chester, but relieved when he learned nothing bad was going to happen to him. *Note any additional understandings:*	Why do you think people made fun of automobiles? How did Ethan feel when he saw his father driving the automobile? How did Ethan's father feel about people making fun of him? What else was Ethan really worried about?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The title "Get a Horse!" comes from what the people were telling the driver to do instead of driving an automobile. The time, 1904, was important in the story because people's lives were different then. (Gives an example such as how fast automobiles drive today compared to then.) *Note any additional understandings:*	Explain the meaning of the title of this story. How did the writer tell you that 1904 was different from today? Give an example from the book. Why was it important for the writer to help you know that?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Explain how many people felt about the first automobiles. Tell why they might have felt that way. You can draw a sketch to go with your writing.

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Canyon Mystery



by Laura Shallop

U

Marta and her curious dog Sniffles are exploring a canyon in a New Mexico desert. Read to find out what Sniffles and Marta discover.

RW 257

E 15

Fountas and Pinnell Benchmark Assessment System 2



Canyon Mystery

by Laura Shallop

Chapter 1: One Morning in the Desert

It is early morning in southwest New Mexico. As the sun rises in a cloudless sky above Red Rock Valley, it casts a muted glow on the hills below. A girl and her dog are out hiking in the rough foothills that ring their desert home. Sniffles darts in and out of sight along the twisting trail. His watchful owner, Marta, follows a few steps behind. Marta's father, with an urgent look, has said she must be home early today, no matter what. More than that he could not be convinced to say, and Marta cannot shake the insistent worry in the back of her mind.

As he always does, the curious pup follows his nose to every crack in every rock. Marta pokes at a large flat stone with a stick. Quick as a blink, a snake shoots out and slithers across her sturdy boot. She recalls her father's gentle warning: "Always keep your eyes open, Marta. In the desert, danger can be closer than you think."

Soon, Marta reaches her favorite lookout at the summit of a high mesa. She spots a majestic golden eagle that is circling overhead, high above the valley. The sun on her face is a constant reminder that the desert will be sweltering soon. She checks her watch, then tells Sniffles, "It's time to head home, boy." As they make their careful way back downhill, the eagle lets out a screech in the silent blue sky. Warily, Marta stops and searches the desert below. ■

Sniffles turns to stare at Redcliff Mountain towering behind them. Without warning, the hound dashes uphill. "Sniffles, come back!" Marta calls out, but her dog has vanished into the hillside.

More apprehensive than angry, Marta checks her watch again and sets off to search for her pet. She backtracks to the spot where the trail splits. One path twists up the steep, jagged sides of Eagle Rock Canyon while the other disappears into a tangled patch of needle-sharp cacti. Marta's watch reads 8:00 a.m. The temperature is climbing, and the air is hot, dry, and still.

"Sniiiiffles! Where aaaare you?" Marta calls.

This time, she hears her dog barking from a cliff about twenty yards up the canyon. "Come down here, Sniffles!" she yells. "It's getting late!"

The hound is barking furiously now. "What is it, boy?" Marta asks with a shaky voice, as she climbs the wind-worn slope apprehensively. There, on the ledge, only Sniffles' tail is visible; the rest of him is hidden in the darkness of a foot-wide opening in the canyon wall. They will certainly be late getting back now, Marta thinks anxiously.

As Marta edges cautiously along the narrow ledge to grab her dog, Sniffles slips deeper inside the shadowy cave. Moments later, a shrill yelp pierces the air, and a furry flash bolts out of the cave. The dog sends Marta stumbling back, and she falls to the ground, sending pebbles clattering over the ledge into the deep canyon below. Frightened by her close call, Marta struggles to get to her feet just as a gray cloud of bats bursts from the cave. "Sniffles! Wait for me!" she cries, scrambling and sliding down the rocky slope behind her dog.

The startled explorers kick up dust all the way down the canyon trail and they never look back, not once.

Marta will remember the cave later, when she encounters a threat more dangerous than the desert and closer than she ever imagined.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Marta and her curious dog Sniffles are exploring a canyon in a New Mexico desert. Read to find out what Sniffles and Marta discover.

Sources of Information Used

Page	**Start Time ____ min. ____ sec.** *Canyon Mystery* Level U, RW: 250	E	SC	E			SC		
				M	S	V	M	S	V
1	[Chapter 1: One Morning in the Desert] It is early morning in southwest New Mexico. As the sun rises in a cloudless sky above Red Rock Valley, it casts a muted glow on the hills below. A girl and her dog are out hiking in the rough foothills that ring their desert home. Sniffles darts in and out of sight along the twisting trail. His watchful owner, Marta, follows a few steps behind. Marta's father, with an urgent look, has said she must be home early today, no matter what. More than that he could not be convinced to say, and Marta cannot shake the insistent worry in the back of her mind. As he always does, the curious pup follows his nose to every crack in every rock. Marta pokes at a large flat stone with a stick. Quick as a blink, a snake shoots out and slithers across her sturdy boot. She recalls her								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	father's gentle warning: "Always keep your eyes open, Marta. In the desert, danger can be closer than you think."								
2	Soon, Marta reaches her favorite lookout at the summit of a high mesa. She spots a majestic golden eagle that is circling overhead, high above the valley. The sun on her face is a constant reminder that the desert will be sweltering soon. She checks her watch, then tells Sniffles, "It's time to head home, boy." As they make their careful way back downhill, the eagle lets out a screech in the silent blue sky. Warily, Marta stops and searches the desert below.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	14	12–13	9–11	7–8	4–6	1–3	0

Self-Corrections	_____

Fluency Score	0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
15,000 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 events from the story in sequence, such as: Marta was walking in the canyon with her dog; it was getting hot; she went to her favorite spot and then started home; Sniffles ran away; they found a cave; they almost fell; they went home fast. *Note any additional understandings:*	What happened in the first chapter of this book? What else happened?	0 1 2 3
Beyond the Text Marta and Sniffles were not only scared by the bats but also because they nearly fell over the ledge. Marta was worried all through the morning because of what her father said. You could tell the cave was going to be important later in the book. *Note any additional understandings:*	Why did Marta and Sniffles run straight home? How was Marta feeling that day and why? Make a prediction about what will happen at the cave. How do you know something is going to happen there?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The writer used words that made you feel the peace and beauty of the canyon. (Gives an example such as "twisting trail," "golden eagle circling," "towering mountains.")	This writer used specific words or phrases to describe the canyon. Can you give some examples? What did those words make you feel about the canyon?	0 1 2 3
The writer created a suspenseful feeling by having Marta's father tell her to be home early.	How did the writer let you know that something exciting was going to happen (or use foreshadowing)? Find an example in the story.	
The writer made you think something bad was going to happen and the cave would be important later in the book (foreshadowing).	What did the writer do to make you predict what would happen in the next chapters of the book?	
Note any additional understandings:		

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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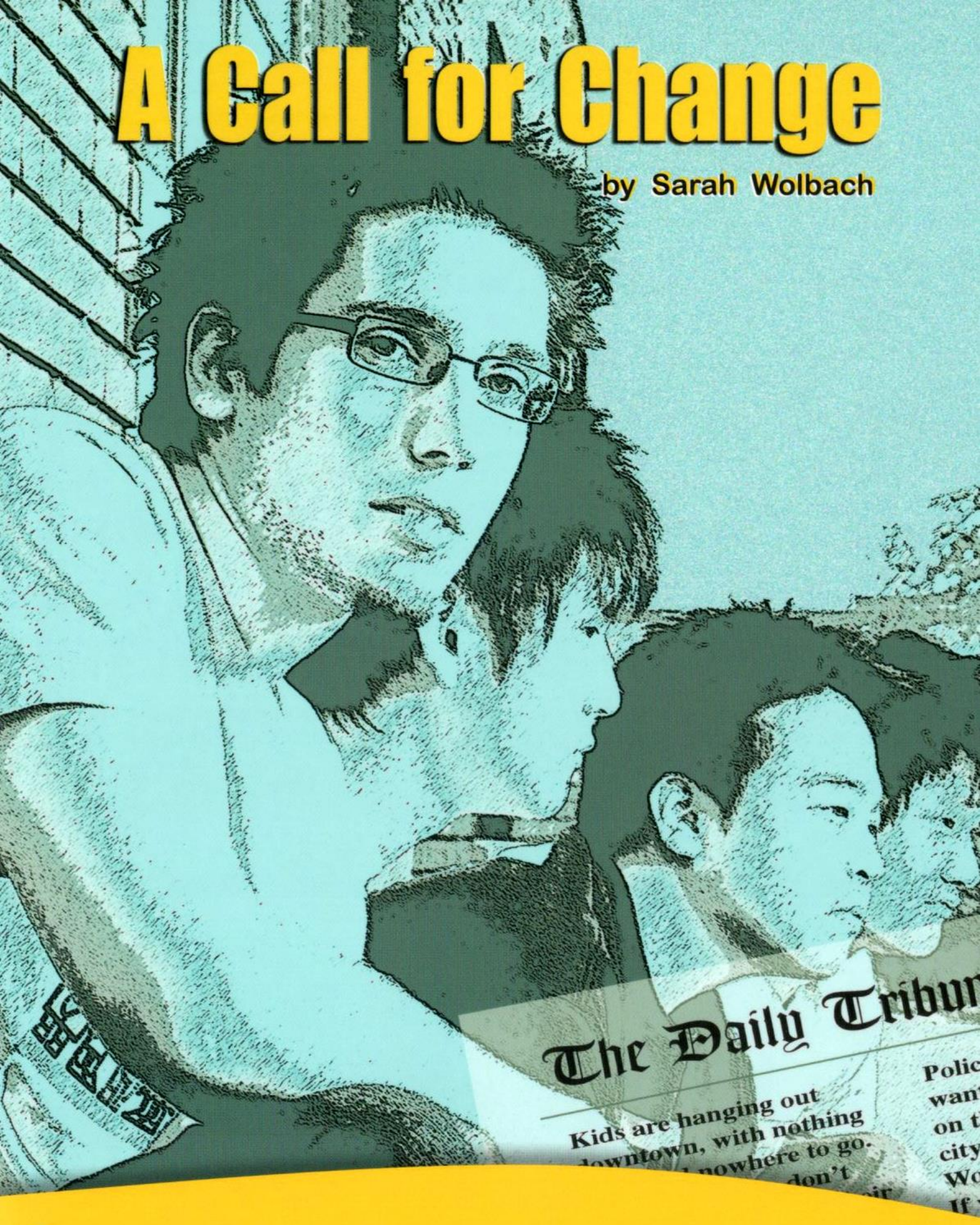
Student _____ Date _____

Write a one-paragraph summary of the first chapter in Canyon Mystery. Then write one paragraph telling the kinds of things you think might happen next. You can draw a sketch to go with your writing.

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A Call for Change

by Sarah Wolbach



In this essay, Rachel writes to the editor of the newspaper to make a proposal. Read to find out the problem she wants to solve.



Rachel Wood was the winner of Ms. Winston's eighth-grade essay contest this year. Rachel's forceful personality comes through in everything she writes. Here's the prize-winning essay, which was reprinted in the local newspaper.

A Call for Change

by Rachel Wood

It is apparent everywhere I go these days, people are grumbling about something: the economy, the weather, world poverty, nuclear weapons—you name it. The dilemma is that no one proposes any solutions to the problems. That would take serious thought, and serious thought is not what the grumblers signed up for.

Today I will join the disgruntled masses and complain about a problem I see in our own community. I've been thinking about this problem for a long time. And—unlike the grumblers—I'd like to recommend some ways to solve it.

Obviously, I hope that our mayor and city council members will see merit in my ideas and take action to implement them.

My concern is the lack of facilities available for young people like me to stay safely occupied and productive during the hours we are not in school. It is a fact that young people in Charlottesville spend only 20% of their time in school—six hours a day, 180 days per year. What they do with the other 80% is one of the most significant questions facing our community. ■

Kids are hanging out downtown, with nothing to do and nowhere to go. Business owners don't want kids like me in their shops. They say that shoplifting is a problem and that groups of unruly kids scare off their other customers. Police officers don't want kids loitering idly on the streets or in the city square. Consider this: Would we be hanging around bothering people if we had something better to do? It's not likely.

My suggestion is to rehabilitate the old Plainview Middle School, which has been closed for years, and open a community center to offer social, recreational, and educational activities for kids. If adults want kids to spend their time productively, they should be willing to offer rich and challenging activities to help us learn, explore

our talents, and develop positive relationships with peers and adults. And the center can offer opportunities for adults, too. That way, everybody wins!

And while we're on the subject, I wouldn't be surprised if plenty of those "unruly" kids wanted to serve their community right now. I would like to see the mayor set up a youth board. This group of committed teens could identify youth issues within the city. The board would then work together with the mayor and city and state officials to identify resources, develop solutions, and make improvements.

I know some people will say that this city has budget problems, and that there's not even enough money to repair the potholes in the streets. But here is my question: Can this city afford not to do this? It's true that it will cost money to pay for the services I propose. Many adults are just flat against raising taxes. To them I say this: We are your neighbors. We are part of this community that we all share. The problem I described belongs to all of us, because all of us care about the kind of city we live in. The future of your youth is in your hands. Do the right thing! Give me and other kids the programs we need to stay safe, learn, and grow into successful adults that everyone can be proud of.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this essay, Rachel writes to the editor of the newspaper to make a proposal. Read to find out the problem she wants to solve.

Page	**Start Time** ____ **min.** ____ **sec.** *A Call for Change* Level V, RW: 219	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	It is apparent everywhere I go these days, people are grumbling about something: the economy, the weather, world poverty, nuclear weapons—you name it. The dilemma is that no one proposes any solutions to the problems. That would take serious thought, and serious thought is not what the grumblers signed up for. Today I will join the disgruntled masses and complain about a problem I see in our own community. I've been thinking about this problem for a long time. And—unlike the grumblers—I'd like to recommend some ways to solve it.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2	Obviously, I hope that our mayor and city council members will see merit in my ideas and take action to implement them. My concern is the lack of facilities available for young people like me to stay safely occupied and productive during the hours we are not in school. It is a fact that young people in Charlottesville spend only 20% of their time in school—six hours a day, 180 days per year. What they do with the other 80% is one of the most significant questions facing our community.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	13	10–12	8–9	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score	0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
13,140 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Let's talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 of Rachel's arguments, such as: Rachel complained about the lack of places for kids to do things; kids need to do things after school; kids are hanging around with nothing to do; the city should rehab the old middle school to make a recreation center; the city should have a youth board to work with the mayor; everyone should do the right thing. *Note any additional understandings:*	What were the important points Rachel made in her letter? What did she tell them to do? Be specific.	0 1 2 3
Beyond the Text Rachel doesn't believe in just complaining. She wants to do something about a problem. She's very good at arguing. It seems like the community is not doing enough to support kids. Rachel's ideas are good because (the center would serve everyone and solve the problem; kids would be more involved). *Note any additional understandings:*	Just from reading this letter, what kind of person do you think Rachel is? What do you think about the community she lives in? Do you think Rachel's ideas are good? Why (not)?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The writer used a lot of language that made Rachel seem strong. (Gives examples, such as: "serious thought," "disgruntled masses," "the future of your youth is in your hands.") Rachel wrote several arguments. Each was backed up by facts and details. She had an opening and a conclusion. *Note any additional understandings:*	How did the writer make Rachel sound like a strong person? Give some examples from the story. Why was Rachel's essay effective?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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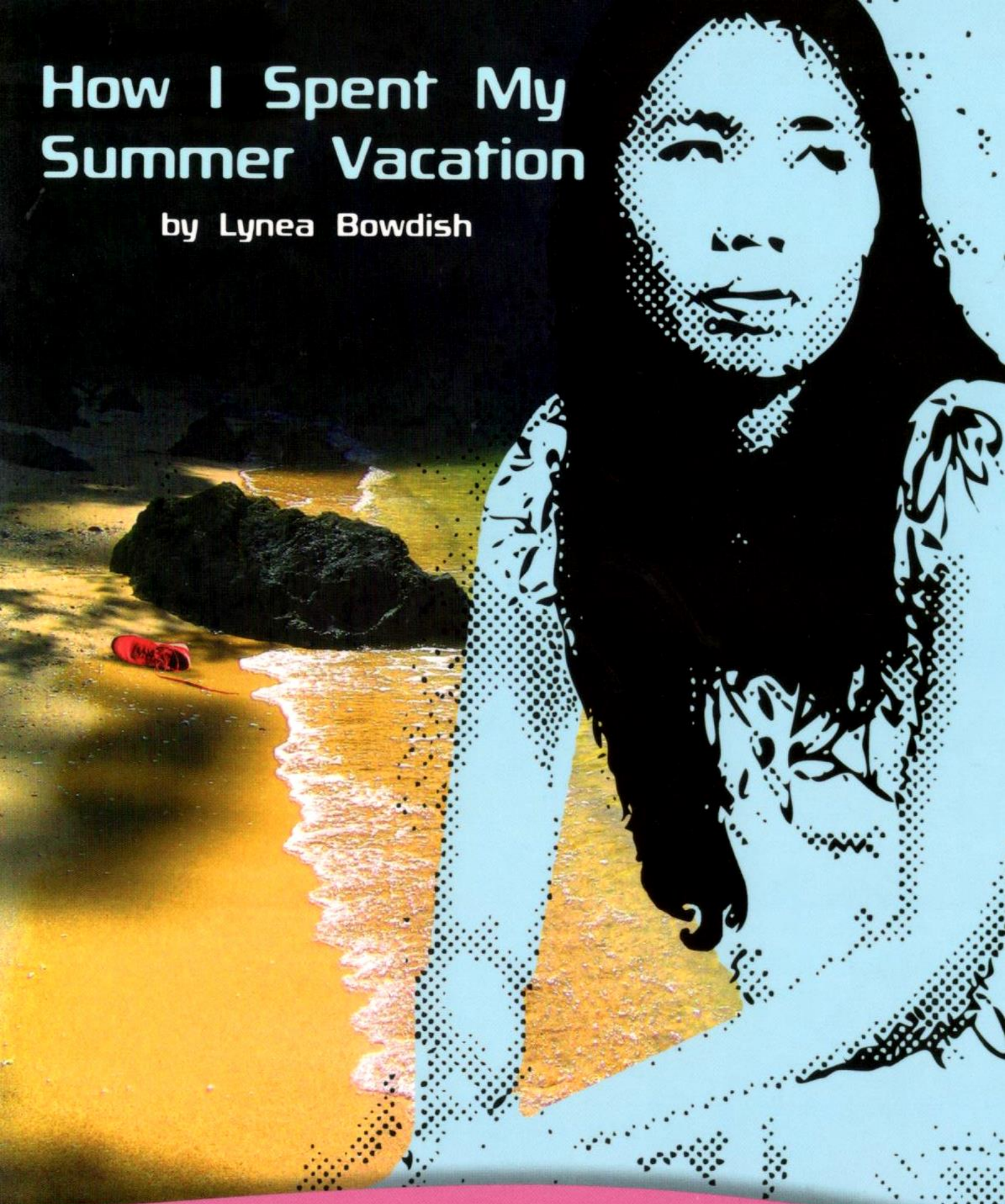
Student _____ Date _____

Write a letter to the editor about your reaction to Rachel's essay. Explain where you agree with her and where you disagree.

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How I Spent My Summer Vacation

by Lynea Bowdish



The writer, a girl named Kim, tells about her trip to Thailand. Read to find out what she learned and how she felt when she returned.

How I Spent My Summer Vacation

by Kim Carson
for Mr. Bukowski's English Class
September 2005

September 2005

If I'd had a choice, I would have picked going camping for our vacation, but Dad suggested volunteering in Thailand with a group from our church to help with disaster relief. More than 8,000 people died there in the 2004 tsunami. Countless others lost their homes and possessions. The devastation was unimaginable.

I didn't want to go, but I really had no other option. We were going to Thailand. We were each allowed only one small bag, so I packed lightly. Of course I wore the heart-shaped locket that's always around my neck. My great-grandmother had given me the locket. It was the only thing she'd been able to save when her family's *pensione* in Italy was destroyed in an earthquake. She was just a girl at the time.



After nearly two days of seemingly endless travel, we finally arrived at our assigned village. There we were greeted by our hosts, seventeen-year-old Daw and her older brother Aran.

Aran took Dad to the site of the school he'd be helping rebuild, while Daw showed Mom and me the temporary school. Mom would instruct the children—mostly orphans—in English. I felt absolutely useless: I couldn't teach or build. Had I traveled so far to do nothing? ■

But Daw had plans for me. "We're going to the beach, Kim," Daw said to me the next morning, and I thought, "Great—I love the beach."

"Twice a day the tide comes in and leaves what it took in December," she said, as she handed me a pair of gloves. "Our job is to clean it up." Of course. I felt like an idiot.

At the beach, Daw gave me a plastic bag and began walking along the high tide line. The last high tide had deposited its debris: chunks of metal, wood, and plastic; cups, cans, and ropes. I knew that thousands of bodies had never been recovered, and I prayed that none had washed ashore last night. It was difficult work: bending, stooping, filling the bags, and hauling them up on the beach where the tide couldn't pull them back.

In the following days, we spent the majority of our time collecting garbage. When we'd rest on the sand, gazing out to sea, I tried to imagine what it felt like to watch a looming, 33-foot wall of water crashing towards me, what it felt like to be swallowed up by the wave, and what it would be like never to see my family again.

When Daw talked, she admitted that she got weary from the backbreaking work. But she kept at it in honor of those who were lost. After that, so did I.

One morning I found a shoe. It was a child's shoe—tiny and worn. I collapsed and cried. I cried for the thousands who lost their lives in Thailand on that horrifying day. And I cried because I knew then how profoundly lucky I was to be able to help the survivors. Daw put her arms around me and held on.

I don't know how many bags of garbage we collected, but I do know that Daw and I talked and laughed as we worked and that the two weeks flew by. When we said goodbye, it was Daw's turn to cry. I took off my locket and fastened it around her neck. It was a symbol of survival. It testified to life going on, even after disaster strikes.

I touched my neck often as we made our way home and thought about the great-grandmother I barely knew. Even without her locket, we were linked in some way, heart to heart. So were Daw and I now.

I don't know if I accomplished anything meaningful, but I do know that I learned something about myself; maybe someday I'll be able to put a name to it. Meanwhile, I'm going to ask Dad if we can go back next year.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: The writer, a girl named Kim, tells about her trip to Thailand. Read to find out what she learned and how she felt when she returned.

Sources of Information Used

Page	Start Time ____ min. ____ sec. *How I Spent My Summer Vacation* Level W, RW: 210	E	SC	E			SC		
				M	S	V	M	S	V
1	September 2005 If I'd had a choice, I would have picked going camping for our vacation, but Dad suggested volunteering in Thailand with a group from our church to help with disaster relief. More than 8,000 people died there in the 2004 tsunami. Countless others lost their homes and possessions. The devastation was unimaginable. I didn't want to go, but I really had no other option. We were going to Thailand. We were each allowed only one small								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1 *cont.*	bag, so I packed lightly. Of course I wore the heart-shaped locket that's always around my neck. My great-grandmother had given me the locket. It was the only thing she'd been able to save when her family's *pensione* in Italy was destroyed in an earthquake. She was just a girl at the time.								
2	After nearly two days of seemingly endless travel, we finally arrived at our assigned village. There we were greeted by our hosts, seventeen-year-old Daw and her older brother Aran.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
2 *cont.*	Aran took Dad to the site of the school he'd be helping rebuild, while Daw showed Mom and me the temporary school. Mom would instruct the children—mostly orphans—in English. I felt absolutely useless: I couldn't teach or build. Had I traveled so far to do nothing?								
	Subtotal								
	End Time ____ min. ____ sec. **Totals**								

Have the student finish reading the book silently.

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Accuracy Rate								
	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections _____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
12,600 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 events from the story in sequence, such as: Kim went to Thailand with her family and her church to volunteer to help people recover from the devastation of the tsunami. She helped pick up debris on the beach; she made friends with Daw; she cried when she found the child's shoe; she decided to ask her Dad if they could go back the next year. *Note any additional understandings:*	Describe what happened in the story. Then what happened? What else happened?	0 1 2 3
Beyond the Text At the beginning Kim didn't want to go on the trip, but by the end she began to imagine what it was like for families during the tsunami. She realized she was lucky to be able to help the survivors. She learned from her great-grandmother's story and from her own experience that life goes on even after a disaster. She helped people but the experience also helped her learn about herself. *Note any additional understandings:*	How did Kim change? Why? What was the biggest change? What lesson did Kim learn? What was the value of the trip to Kim?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The writer made the story seem personal by telling it in first person (Kim told the story in her own words).	Why do you think the writer wrote this book in first person? First person means Kim told the story in her voice (using the word *I*).	0 1 2 3
Writing about the child's shoe put emotion in the story because Kim realized that so many people had died.	What is the significance of the child's shoe?	
The locket stood for survival even after disaster (like Kim's great-grandmother and the tsunami).	What is the significance of the locket? What is the connection between the locket and the tsunami story?	
Note any additional understandings:		

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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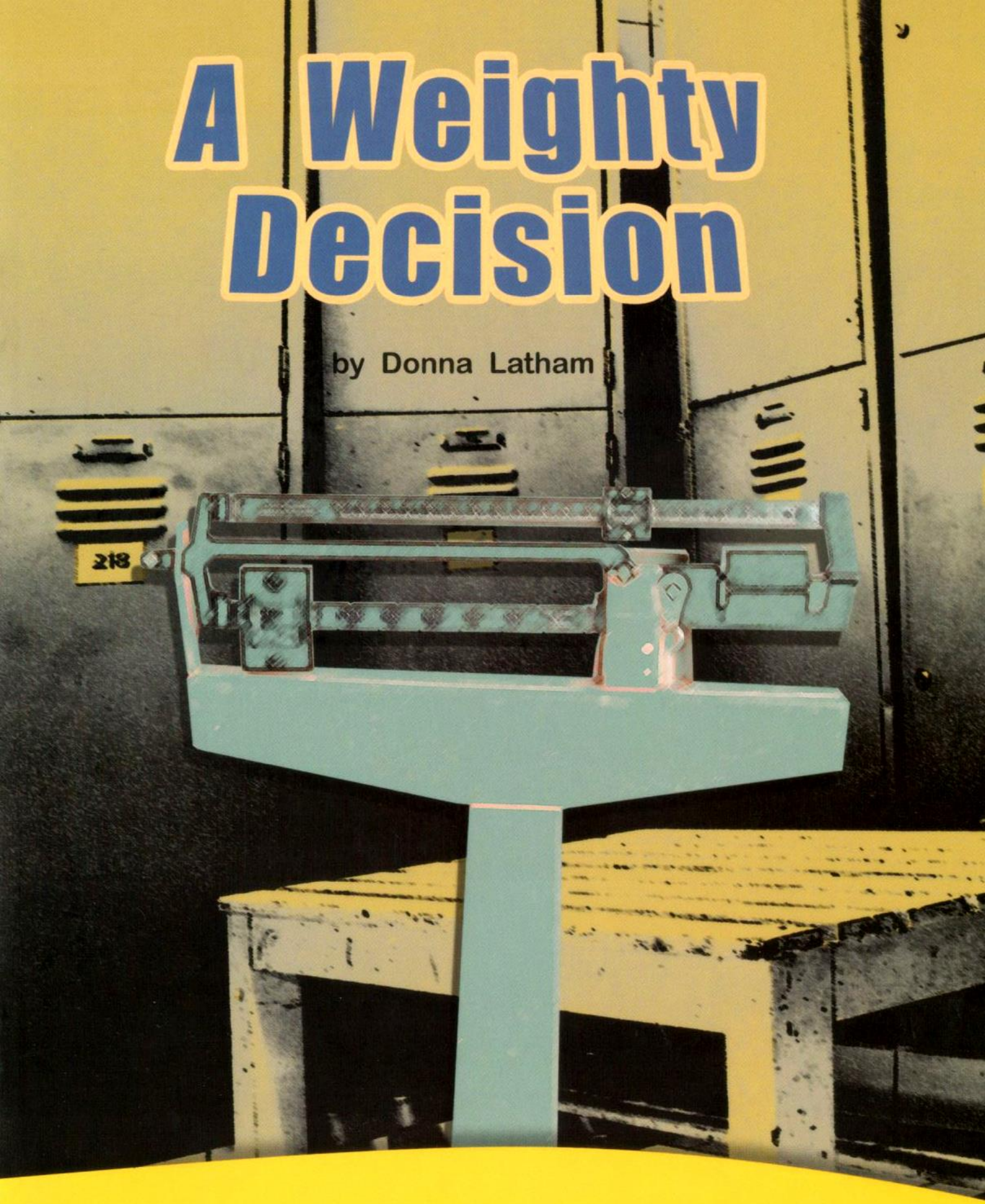
Student _____ Date _____

Kim's thoughts, words, and actions tell a lot about her character. Write a description of her with examples to support each of your statements. You can draw a sketch to go with your writing.

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A Weighty Decision

by Donna Latham



Brody was trying very hard to lose weight so he could compete in a wrestling meet. Read to find out what happened.



A Weighty Decision

by Donna Latham

Brody grappled with his opponent, a pyramid-shaped mound of clothing on his bed. One by one, he donned every item of apparel in the pile: two pairs of socks, shorts, one pair of snug sweatpants and one baggy pair, two long-sleeved tees, a beefy sweatshirt, a ski mask, and a *Varsity Wrestling* hoodie.

With about as much grace as a leviathan stranded on land, Brody fumbled his way over to his desk. He grabbed a protein bar and bit off a corner. Then, with a grimace of distaste, he took a swig of energy drink and swished the yellow concoction around his mouth before spitting it out into a cup, realizing the liquid had done little to moisten his cottony mouth.

Brody's head was a block of cement as he tilted to tie his shoes. His heart was a bass drum, pounding an intense beat in his chest. Dizziness body-slammed him; his knees buckled, and he clumsily flailed his bulky arms to regain his balance.

"Dude, you look like an astronaut exiting the mothership for an extravehicular moonwalk," Jason Liang, Brody's best friend, wisecracked from the doorway. "I thought you wrestled in the lightweight division; you're bulked up like a heavyweight!"

"Bite your tongue," Brody said with a grunt.

"Hey, I have the parentmobile. Want to grab a pizza?" ■

Brody jammed his trembling hands into his pockets. "Thanks, but I'm heading out for a run. I need to sweat off five pounds to drop weight for the meet, so pizza's out."

"I'll run with you, but take off that crazy ski mask, dude. I have a reputation to uphold around here. And leave that nauseatingly vile yellow stuff behind, okay?" Jason grunted, as they thundered out the door. Side by side they loped—effortless movement for Jason, grueling for Brody—enjoying the easy silence forged from a lifelong friendship.

"Five pounds, huh?" asked Jason.

"If I get my weight down to 135 but don't lose any muscle mass, I should be able to demolish those guys from Madison." Smiling weakly, Brody flexed his layered arm before abruptly doubling over.

"Brody!"

"Leg cramp," Brody growled, teeth clenched against the pain. "Been getting them on and off."

"Dude, you've got to drink something. I think you might be dehydrated. Wish I hadn't told you to leave that nasty, yellow juice at home."

Brody, hobbling painfully, avoided Jason's piercing gaze.

"You're the only person I've mentioned this to. I'm thinking about taking over-the-counter diet pills. Don't give me that look; they're herbal."

"Oh, that's a brilliant strategy! You want alien substances in your body? I thought you were the big athlete, dedicated to fitness."

"Coach Wozniak expects us to make weight, but lately, it's gotten harder and harder for me. Coach says we should eat healthy foods and exercise, but if I do that I just keep putting on the pounds. I'm getting desperate!"

"So the goal is to be the reigning champion of stupidity? I thought it was to be your personal best…."

Jason stopped talking, lost in thought as he remembered his cousin Leora who was hospitalized for an eating disorder when she was 16. What a nightmare that was. "C'mon man, let's go back. I need to show you something."

At home, Brody stripped off his extra layers and downed a big glass of juice while Jason searched the Internet.

"OK, smart guy, listen to this." Jason read aloud from the screen: "Over-the-counter diet pills can be hazardous. They can trigger cardiac and renal failure, as well as cause slow muscle recovery and a host of additional dangerous side effects."

Jason turned and looked Brody straight in the eye and told him Leora's story.

"Leora got better and later became a nutritionist, so she's up on the research studies in all the medical journals. She can explain to you why diet pills aren't a healthy way to lose weight. All I know is, keep doing what you've been doing and the only opponent you'll be wrestling is the Grim Reaper—even with no diet pills."

"I guess it is pretty stupid," Brody admitted.

"Brody, you have to do what you have to do, but if anything happened to you, man . . . . Hey, where are you going?" Jason bellowed, as Brody dashed down the stairs.

"All of a sudden, I'm starved!" Brody called. "Let's go get that pizza!" Brody turned to grin at Jason. "I'll run it off later, without the moon suit."

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Brody was trying very hard to lose weight so he could compete in a wrestling meet. Read to find out what happened.

Page	Start Time ____ min. ____ sec. *A Weighty Decision* Level X, RW: 222	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
1	Brody grappled with his opponent, a pyramid-shaped mound of clothing on his bed. One by one, he donned every item of apparel in the pile: two pairs of socks, shorts, one pair of snug sweatpants and one baggy pair, two long-sleeved tees, a beefy sweatshirt, a ski mask, and a *Varsity Wrestling* hoodie. With about as much grace as a leviathan stranded on land, Brody fumbled his way over to his desk. He grabbed a protein bar								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	and bit off a corner. Then, with a grimace of distaste, he took a swig of energy drink and swished the yellow concoction around his mouth before spitting it out into a cup, realizing the liquid had done little to moisten his cottony mouth.								
2	Brody's head was a block of cement as he tilted to tie his shoes. His heart was a bass drum, pounding an intense beat in his chest. Dizziness body-slammed him; his knees buckled, and								
	Subtotal								

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Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used: E M	E S	E V	SC M	SC S	SC V
2 *cont.*	he clumsily flailed his bulky arms to regain his balance. "Dude, you look like an astronaut exiting the mothership for an extravehicular moonwalk," Jason Liang, Brody's best friend, wisecracked from the doorway. "I thought you wrestled in the lightweight division; you're bulked up like a heavyweight!" "Bite your tongue," Brody said with a grimace. "Hey, I have the parentmobile. Want to grab a pizza?"								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	13	11–12	8–10	6–7	4–5	1–3	0

Self-Corrections	_____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
13,320 ÷_____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 events from the text in sequence, such as: Brody was on the wrestling team; he was trying to lose weight; he went jogging with his friend Jason; he told Jason he was thinking of taking diet pills; Jason told him not to take them and shared information about them; Brody decided not to take diet pills; they went out for pizza. *Note any additional understandings:*	What was Brody's problem in the story? What happened in the story? What else happened? How was the problem solved?	0 1 2 3
Beyond the Text Brody wanted to be on the team so much that he was almost ready to do something bad for his health. Jason was a really good friend because he (was Brody's friend since third grade; told the truth, cared about Brody; helped him). Brody changed because (he learned about the dangers; he knew Jason cared about him). *Note any additional understandings:*	What would make Brody almost risk his health? Do you think Jason was a good friend? Why (not)? Support your answer with evidence from the book. How did Brody change in the story? Why did he change?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The writer used comparisons (metaphor and simile) to help you know how Brody felt, such as: "head was a block of cement"; "heart was a bass drum"; "like an astronaut."	This writer used a lot of comparisons (metaphor and simile) to help you know how Brody felt. Give two examples from the book and tell what each one means.	0 1 2 3
The writer used natural sounding language that boys would use in conversation such as: "bite your tongue"; "want to grab a pizza?"; "dude." It made it seem like they were real.	Describe the dialogue between the friends. What did the writer do to make it seem real? Show me an example in the story.	
This story showed that you can lose your perspective when you want something enough to risk your health.	What lesson is the author trying to teach through this story?	
Note any additional understandings:		

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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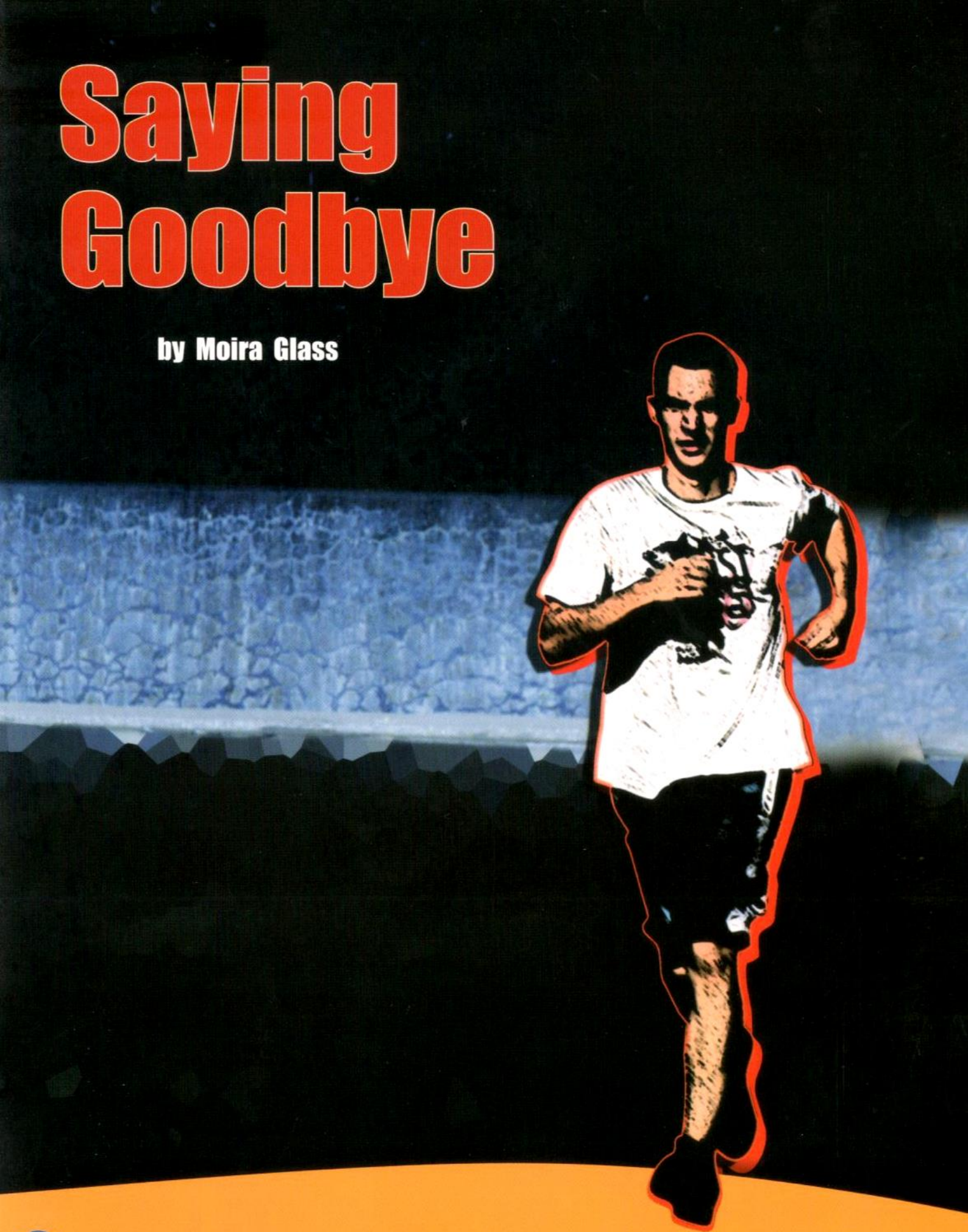
Student _____ Date _____

Write an entry that Brody might have written in his journal to reflect on what he learned. You can draw a sketch to go with your writing.

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Saying Goodbye

by Moira Glass



Y

Luis is grieving the death of his best friend. Read to learn about Luis' feelings of grief and how he copes with them.

RW 215

E 12

Fountas and Pinnell Benchmark Assessment System 2



Saying Goodbye

by Moira Glass

So here I am, living in tomorrow, Gerald. It's six months later, and it turns out that Dad was prescient—the black cloud has lifted. But it hasn't been an easy journey. I haven't forgotten you, and I pledge that I never will . . .

It was an ordinary afternoon on an unexceptional day when that pickup truck careened through an intersection and slammed into us like a runaway train. My life was derailed at that instant. Afterwards, physically unscathed, I kept telling myself that Celine, with her concussion and her broken ribs and her hundred black-and-blues, Celine who had been driving us home from the game, was surviving, and I could, too. But I didn't believe it.

"Luis," Dad said at the hospital, "I am so sorry, son. You need to give it some time. Death slashes into our lives like a blade slashes skin. With time, both kinds of wounds heal." He hugged me then, and I let him, but what I didn't reveal was that I didn't want to heal. I wanted to reverse time and go back to how things were before.

I am anxious, a worrier, mostly about grades and girls. Gerald, always philosophical and upbeat, listened to my anxiety-ridden rants and took the time to provide some perspective. ■

"Don't worry about tomorrow," he'd say. "Like my *abuelo* told me, Luis, 'just do the best that you can, and then let it go. *Qué será, será*—what will be, will be.'" And then we'd go for a long hike in sweltering Penitente Canyon or run punishing laps on the track.

One minute he was here, alive and breathing. The next he was gone. Gerald Delgado, exceptional student, brilliant athlete, an icon in that little town of Monte and my best buddy since third grade, was dead.

How could this happen? The black cloud engulfed me. I quit the soccer team. I just couldn't stand to be on the field without my *hermano*. My days revolved around after-school visits to the cemetery with Carlos, Patricia, and Shawanna. We, the walking wounded, reminisced about Gerald—things he said, things we had done with him, and things we remembered about him. Eventually, though, Shawanna said she wouldn't be able to come to the cemetery any more for our extended wake.

"I landed the lead in the school play," she said, "and I have rehearsal every day."

Then Carlos said softly, "Yeah, and I'm going to look for an after-school job."

When I looked over at Patricia, she just shrugged. Light dawned, and I realized that my friends had been showing up for my sake, not for Gerald at all; they'd abandoned his memory, and now they were reluctantly abandoning me, too. Apparently, I'd used up all the time I'd been allotted for grieving. Some part of my brain understood, but my heart screamed that they were betraying me, and Gerald's memory, by moving on.

When I got home from the cemetery that afternoon, exhausted and feeling like broken shards of glass, I opened my e-mail and searched for old messages from Gerald. I was looking for a Sign from Beyond the Grave, I guess. There were five or six messages from him, mostly appallingly juvenile jokes, nothing the least bit comforting. Then an unexpected e–mail arrived from Celine, who hadn't been around much since the accident. She said she wasn't sleeping, wasn't eating much, and was contemplating dropping out of school. She seemed to be convinced that what happened to Gerald was her fault.

I reread the message, thinking, that is so wrong-headed! What happened was not Celine's responsibility. Gerald would be the first to tell her that she needed to let go of useless self-blame. Then I heard myself and laughed, a shaky laugh, maybe, but the first since the accident. I'd received my sign after all.

So here I am six months later. Celine and I talk a lot. I'm playing soccer again, and I still go for runs in Penitente Canyon. And when the sky gets dark and it looks like rain, I hear a voice whispering in my ear, "Hey buddy, *qué será, será*; stop worrying. Come on, Luis, it'll all work out." I smile and pick up the pace.



Student _____ Grade _____ Date _____

Teacher _____ School _____

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Luis is grieving the death of his best friend. Read to learn about Luis's feelings of grief and how he copes with them.

Sources of Information Used

Page	Start Time ____ min. ____ sec. *Saying Goodbye* Level Y, RW: 215	E	SC	E			SC		
				M	S	V	M	S	V
1	*So here I am, living in tomorrow, Gerald. It's six months later, and it turns out that Dad was prescient—the black cloud has lifted. But it hasn't been an easy journey. I haven't forgotten you, and I pledge that I never will . . .* It was an ordinary afternoon on an unexceptional day when that pickup truck careened through an intersection and slammed into us like a runaway train. My life was derailed at that instant. Afterwards, physically unscathed, I kept telling myself that Celine, with her concussion and her								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	broken ribs and her hundred black-and-blues, Celine who had been driving us home from the game, was surviving, and I could, too. But I didn't believe it. "Luis," Dad said at the hospital, "I am so sorry, son. You need to give it some time. Death slashes into our lives like a blade slashes skin. With time, both kinds of wounds heal." He hugged me then, and I let him, but what I didn't reveal was that I didn't want to heal. I wanted to reverse time and								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	go back to how things were before. I am anxious, a worrier, mostly about grades and girls. Gerald, always philosophical and upbeat, listened to my anxiety-ridden rants and took the time to provide some perspective.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

Have the student finish reading the book silently.

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Accuracy Rate								
	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections _____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
12,900 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed–with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 events from the story in sequence, such as: Luis's friend Gerald died six months before; Gerald had been his good friend since third grade; he died in an automobile accident; Celine was driving; Luis and his friends meet at the cemetery, but the friends stop coming; after talking to Celine, Luis realized that life had to go on. *Note any additional understandings:*	Summarize the main events in this story. What else happened?	0 1 2 3
Beyond the Text Luis was anxious and a worrier. Gerald was very confident and helped Luis. Luis depended on Gerald and felt lost without him. Luis's father probably had some experiences with grief himself because of what he said to Luis ("death is like a blade slashing skin"). Luis knew Celine had the wrong idea about being guilty and that made him realize he had to get on with his own life. *Note any additional understandings:*	What was Luis like? How do you know that? What do you think Gerald was like? How do you know that? Describe the relationship between Luis and Gerald. Give some evidence to support your statements. Why do you think Luis's father talked about death as a blade slashing skin? What did he mean? What made Luis realize he had to go on with his own life?	0 1 2 3

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Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text The writer started by having Luis talk directly to Gerald and then switched to talking directly to the reader in order to tell the story. Talks about what makes the writing on the topic effective and supports it with evidence from the text. *Note any additional understandings:*	What did you notice about the way the writer began the story? In your opinion, how well did the writer show characters dealing with a difficult situation? Why do you think that?	0 1 2 3

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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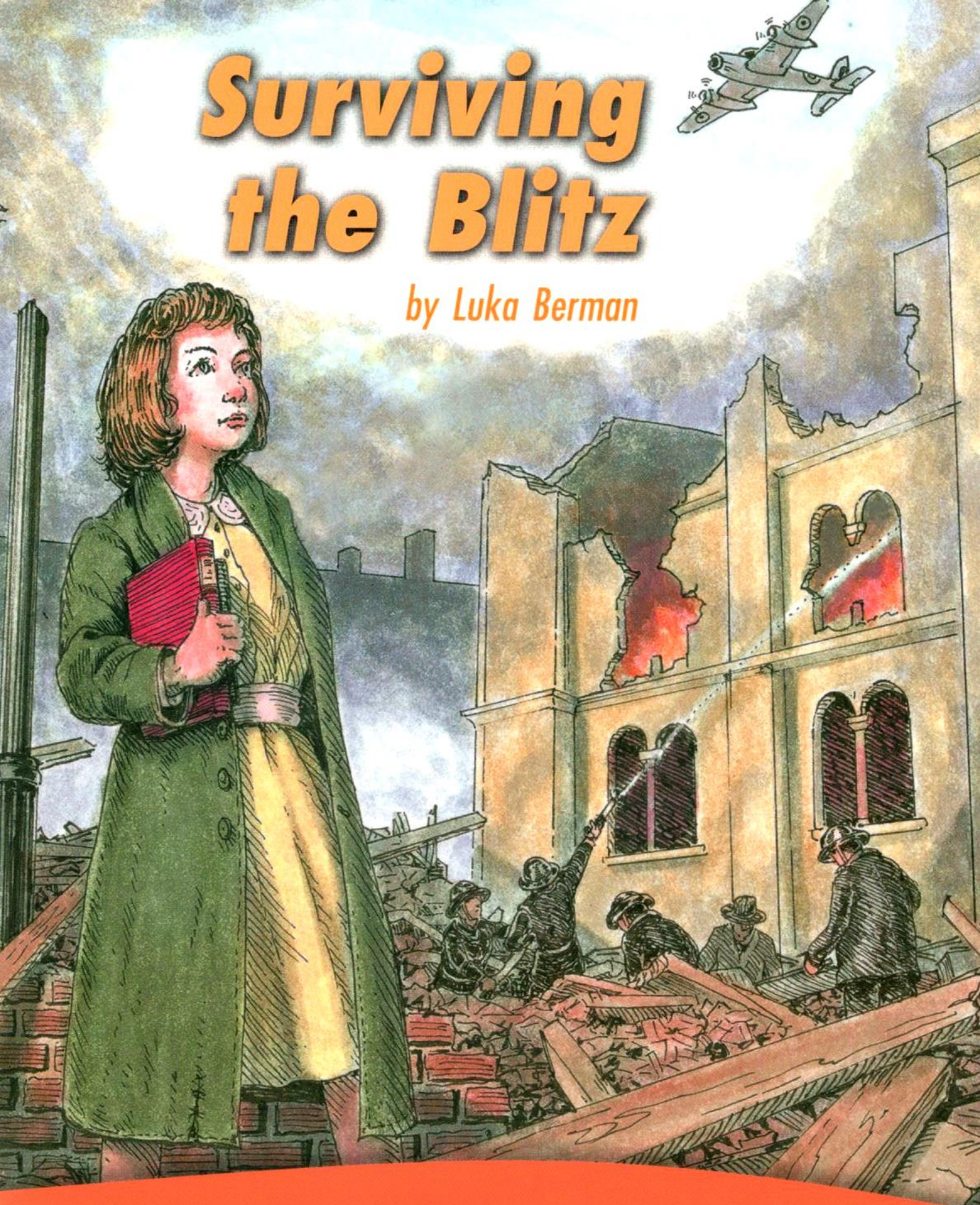
Student _____ Date _____

Write about how Luis felt in the story and describe how and why he changed. Use examples from the story to support your answer. You can draw a sketch to go with your writing.

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Surviving the Blitz

by Luka Berman



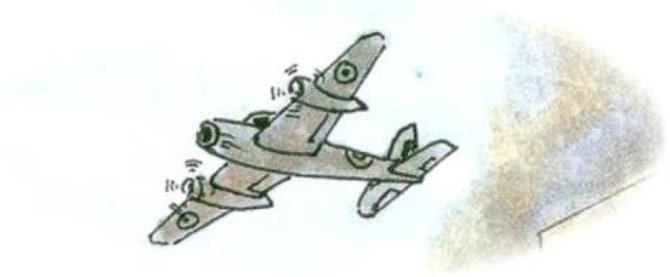
An 11-year-old, Margaret Davies, tells about her terrifying experience during World War II. Read to learn about her memories of the time.

Z

RW 215

E 12

Fountas and Pinnell Benchmark Assessment System 2



Surviving the Blitz

by Luka Berman

What was it like to experience London's infamous Blitz? I can tell you in one word: terrifying.

Blitz is short for *blitzkrieg*—the German words for lightning *(blitz)* and war *(krieg)*. The Blitz was our British newspapers' term for the German bombing that barraged London in 1940 and 1941 during World War II, a war that had begun about a year earlier when France and Britain declared war on Germany. Although World War II ended more than sixty years ago, still the bombs of the Blitz scream toward me and explode into terrifying nightmares.

I, Margaret Davies, was only 11 years of age when the bombs began raining down. (Unfortunately, *blitzkrieg* was an apt expression!) Bombs fell from the sky for 57 days in a row, shattering our lives, pulverizing our homes, and injuring or killing thousands.

Whenever the air raid sirens wailed, my family rushed *en masse* out to the bomb shelter in the backyard—that terrible dark hole in the ground; tiny, cold, and damp—and, sitting there trembling in the cacophony, as the bombs shrieked in and exploded, I felt as though the sky

itself were cracking open. The dank shelter flooded each time it rained, forcing us to hide instead under the stairs in our house, like mice in the wainscoting. ■

The cat that stalked us was fearsome, indiscriminate, deadly, and could strike at any moment, yet my parents always remained calm and comforting, somehow managing to make the most gut-deep fright tolerable, even as bombs blasted and we cowered in the dark.

When we mice emerged, shaken, from hiding, we might find the neighbors' house or the house down the street gone, the people who had lived there wailing in the middle of the road, tearing at their hair and their clothes; or we might see even worse—scenes of carnage that are burned into my brain and that I do not choose to pass on to innocent readers.

The Blitz turned Hell loose on our world, and yet, when I think back, I'm struck by how life carried on, even amidst the chaos.

Father kept up his shipbuilding business, while Mother worked part-time at a factory that made detonators for our own bombs.

My younger sisters and I continued to attend school, although air raids interrupted classes for hours. Our teachers tried valiantly to continue our lessons inside the air–raid shelter, but I can attest that concentration is impossible when the ground is groaning and shaking and Death is dropping from the sky. As time passed, fewer and fewer brave souls showed up for classes.

The Blitz brought shortages of everything, including food. Before work, Mother stood in a long queue, sometimes for hours, to buy our family's ration of meat, cheese, eggs, butter, and sugar. Fruits like bananas and

oranges disappeared from our diets altogether, while the weekly ration of "sweets" was 2 ounces—just one miniscule bar of chocolate for the entire family!

The cinema in our neighborhood was transformed into a crater by a direct hit, but my sisters and I discovered ingenious ways to amuse ourselves. I spent hours staring at the sky and soon became an expert at identifying aircraft, including my favorite, the de Haviland *Mosquito*, a light bomber too fast for the Luftwaffe to intercept. (I admit, it never crossed my mind that these planes might be bombing youngsters much like myself, but in Germany.) My sisters played in bomb sites as I hunted for shrapnel to collect as souvenirs.

We got accustomed to the war—even the bombs. Believe it or not, there were times when I didn't even think about them.

But those intervals never lasted long. Our family spent most evenings huddled around the wireless (radio, to you), hungrily devouring news about the war. Neither we nor anyone we knew then owned a television.

Thousands were left homeless, but—miraculously—our little house remained standing, and—miraculously—my family and I were physically unharmed. The only scars we carry with us from the Blitz are the deep scars of memory.



Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: An 11-year-old, Margaret Davies, tells about her terrifying experience during World War II. Read to learn about her memories of the time.

Page	Start Time ____ min. ____ sec. *Surviving the Blitz* Level Z, RW: 215	E	SC	Sources of Information Used E M	E S	E V	SC M	SC S	SC V
1	What was it like to experience London's infamous Blitz? I can tell you in one word: terrifying. *Blitz* is short for *blitzkrieg*—the German words for lightning (*blitz*) and war (*krieg*). The Blitz was our British newspapers' term for the German bombing that barraged London in 1940 and 1941 during World War II, a war that had begun about a year earlier when France and Britain declared war on Germany. Although World War II ended more than 60 years ago, still the bombs of the Blitz scream toward me and explode into terrifying nightmares.								
	Subtotal								

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Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
1 *cont.*	I, Margaret Davies, was only 11 years of age when the bombs began raining down. (Unfortunately, *blitzkrieg* was an apt expression!) Bombs fell from the sky for 57 days in a row, shattering our lives, pulverizing our homes, and injuring or killing thousands. Whenever the air raid sirens wailed, my family rushed *en masse* out to the bomb shelter in the backyard—that terrible dark hole in the ground, tiny, cold, and damp—and sitting there trembling in the cacophony, as the bombs shrieked in and exploded, I felt as though the sky								
2	itself were cracking open. The dank shelter flooded each time it rained, forcing us to hide instead under the stairs in our house, like mice in the wainscoting.								
	Subtotal								
	End Time ____ min. ____ sec. **Total**								

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Have the student finish reading the book silently.

Accuracy Rate	%	Below 95%	95%	96%	97%	98%	99%	100%
	Errors	12	10–11	8–9	6–7	4–5	1–3	0

Self-Corrections _____

Fluency Score 0 1 2 3

Fluency Scoring Key

0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*

End Time _____ min. _____ sec.
Start Time _____ min. _____ sec.
Total Time _____ min. _____ sec.
Total Seconds _____

(RW × 60) ÷ Total Seconds = Words Per Minute (WPM)
12,900 ÷ _____ = _____ WPM

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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- **0** Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- **1** Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- **2** Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- **3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Tells 3–4 details that describe the Blitz, such as: Germans bombed London for 57 days; bombs rained fire; they had to go to shelters; people tried to keep up their daily lives; they listened for news on the radio (wireless); Margaret's house remained standing; they would always remember the Blitz. *Note any additional understandings:*	What was the Blitz? What do you know about the Blitz? What did you learn about it from reading this story?	0 1 2 3
Beyond the Text The Blitz was terrifying but people knew they had to keep fighting by doing their work. The Blitz almost seemed normal to them after a while. (Gives examples such as: picking up souvenirs; playing in the ruins.) They were so afraid that they shook when they heard the tremendous noise of the bombs. Their house wasn't bombed, but Margaret and her family were hurt by the Blitz because it left lasting memories of terror. *Note any additional understandings:*	How did people start to feel about the Blitz after it had been going on for a long time? In paragraph 4, what did the writer mean by the phrase "sitting there trembling in the cacophony"? Were Margaret and her family hurt by the Blitz?	0 1 2 3

Continued on next page.

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Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
About the Text		
The writer is remembering one experience or part of her life. This is written like a memoir.	What genre (or kind of writing) did the writer use?	0 1 2 3
The writer used "deep scars of memory" to show that they would also be damaged (fearful, sad) by the Blitz even though they weren't physically hurt.	What do you think the writer meant by "deep scars of memory?"	
The writer compared the Blitz to a cat stalking mice. The people were the mice and the cat was the German Luftwaffe (planes).	The writer talked about a "cat." What was the writer really describing?	
Note any additional understandings:		

Guide to Total Score
- **9–10 Excellent** Comprehension
- **7–8 Satisfactory** Comprehension
- **5–6 Limited** Comprehension
- **0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading
- **0** Reflects **no** understanding of the text.
- **1** Reflects **very limited** understanding of the text.
- **2** Reflects **partial** understanding of the text.
- **3** Reflects **excellent** understanding of the text.

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Student _____ Date _____

Write the script for a radio news broadcast that might have taken place during the Blitz.

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